



Alignment of the
**Experience Developmental Continuum of
Skills**
with
**Texas Early Learning Guidelines & Texas
Prekindergarten Guidelines**





The Experience Developmental Continuum of Skills

This document details the alignment of the **Texas Early Learning Guidelines & Texas Prekindergarten Guidelines**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

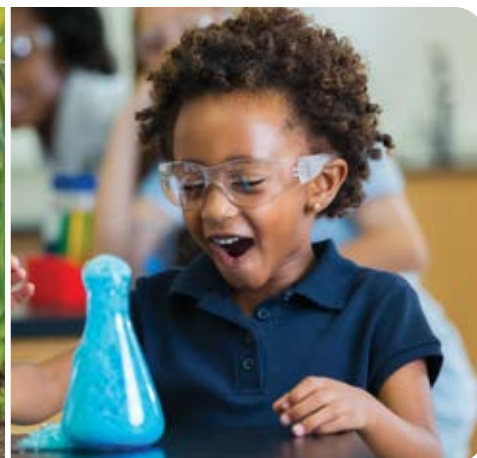
The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

The Experience Developmental Continuum of Skills is included in the appendix.

Visit www.experiencecurriculum.com to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.



For more information about the research basis of the Experience Developmental Continuum of Skills please reference the Research Foundation Book, Edition 3.



Texas Early Learning Guidelines & Texas Prekindergarten Guidelines

Early Learning Guidelines

Prekindergarten Guidelines



Physical Health and Motor Development		
Health and Well-Being <ol style="list-style-type: none"> Shows signs of healthy development Responds when physical needs are met Expresses physical needs nonverbally or verbally Participates in physical care routines Begins to develop self-care skills Begins to understand safe and unsafe behaviors 		
Infants (0-8 months) <ul style="list-style-type: none"> Gaze at object, person, or toy Turn towards sounds and noises Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle Begin to calm during bathtime Babble or coo with caregivers during diaper-changing time 	LLD 1 Listening Turns head toward the person speaking and making gestures and/or vocalizations in response. PD 5 Nutrition Cries when hungry or tired.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.1 Cries or moves body when physical needs are not met.
Older infants (8-18 months) <ul style="list-style-type: none"> Feed themselves with some assistance Ask, point, or sign for “more” when eating Play during bathtime Listen to safety warnings and accept redirection Show interest in dressing themselves 	PD 5 Nutrition Communicates when hungry, thirsty or tired. Feeds self some finger foods. PD 3 Safety Responds to possible dangers in environment and avoids them when prompted. PD 4 Personal Care Participates in taking care of some personal needs, such as feeding self.	PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.

<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Participate in healthy care activities like washing hands and brushing teeth • Use body language, sign, or say “wet!” to indicate wet or soiled pants • Make personal food choices among several healthy options (“Want apple.”) • Eat with a spoon and fork and drink from a cup with some assistance • Dress themselves with help • Begin to respond to verbal safety warnings (“Danger. Hot.”) 	<p>PD 4 Personal Care Participates in taking care of some personal needs, such as feeding self.</p> <p>LLD 2 Communication Uses a few words and word-like sounds to communicate.</p> <p>PD 5 Nutrition Feeds self soft foods with spoon or other utensil.</p> <p>PD 3 Safety Responds to possible dangers in environment and avoids them when prompted.</p>	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Feed themselves with fork and spoon without assistance • Choose their own clothes to wear and dress themselves • Participate in healthy care routines, such as using a tissue to wipe own nose, covering mouth when coughing, and brushing teeth • Alert a caregiver when another child is in an unsafe situation or try to stop an unsafe behavior 	<p>PD 5 Nutrition Feeds self soft foods with spoon or other utensil.</p> <p>PD 4 Personal Care With help, participates in healthy habits and healthcare routines. Regulates toileting and handwashing needs.</p>	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p>
<p>Gross Motor Skills</p> <ol style="list-style-type: none"> 1. Moves body, arms, and legs with increasing coordination 2. Demonstrates increasing balance, stability, control, and coordination 3. Develops increasing ability to change positions and move body from place to place 		

4. Moves body to achieve a goal		
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Turn head from side to side and shake or wiggle arms and legs • Lift head and shoulders • Roll or try to move towards a toy • Scoot forward or backwards • Begin to sit with support • Bat at or kick at toys or things hanging over them 	<p>PD 1 Gross Motor Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p> <p>PD 2 Fine Motor Reaches for objects in sight. Uses arms or legs to make contact with an object.</p> <p>SCI 3 Physical Science Kicks feet or shakes arms to make other objects move.</p>	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Sit up and maintain balance while playing with a toy • Crawl on hands and knees • Use furniture to pull self up, cruise, and lower self from standing to sitting • Walk on their own and with increasing speed 	<p>PD 1 Gross Motor Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. Walks and climbs.</p>	
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Walk easily or run from place to place • Jump into puddles, piles of leaves, or sandboxes • Climb on chairs, stools, and playground equipment • Enjoy playing on slides and swings • Kick or throw a large ball toward another child or adult • Climb stairs one step at a time 	<p>PD 1 Gross Motor Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>	
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Walk up and down stairs alternating feet • Kick, throw, and catch a large ball with accuracy 	<p>PD 1 Gross Motor Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>	

<ul style="list-style-type: none"> • Run more confidently and ride a tricycle • Hop or jump • Climb a small jungle gym 		
Fine Motor Skills <ol style="list-style-type: none"> 1. Uses hands or feet to touch objects or people 2. Develops small muscle control and coordination 3. Coordinates eye and hand movements 4. Uses tools and different actions on objects 		
Infants (0-8 months) <ul style="list-style-type: none"> • Look at and follow faces and objects with their eyes • Bat or kick at objects or toys • Begin to grab at things with a purpose but may not hold things well yet • Point to something they find interesting • Look at objects while bringing them to their mouth 	PD 1 Fine Motor Reaches for objects in sight. Uses arms or legs to make contact with an object. Purposefully grasps objects with finger and thumb. SED 1 Self-Awareness Explores self and others by using senses.	
Older infants (8-18 months) <ul style="list-style-type: none"> • Bang toys together to make sounds or move toys from one hand to the other • Scoop or rake with their hand to pick up objects, food, etc. • Use thumb and index finger to pick up, squeeze, or poke small items • Grab, drop, or throw toys 	PD 2 Fine Motor Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self. PD 1 Gross Motor Carries, drags, kicks and tosses objects.	
Toddlers (18-36 months) <ul style="list-style-type: none"> • Build a small tower with toy blocks • Fit objects together by pressing and turning (peg in small hole, ring onto pole, nesting, etc.) • Dig in sand with spoon or shovel • Tear paper 	SCI 4 Technology Explores movable parts on toys and tools. Uses on and off switches. MR 2 Spatial Awareness Purposely turns or spins objects. Follows simple positional directions such as	

<ul style="list-style-type: none"> • Put on easy clothing (button and unbutton large buttons, unzip large zippers) • Play with and complete simple puzzles 	on/off, over/under and up/down. Fills container then dumps out the contents.	
Three-year-olds (36-48 months) <ul style="list-style-type: none"> • Handle or squeeze delicate or tiny objects between thumb and forefinger • Start using simple tools like safety scissors (cut in a line or around a picture, etc.) • Copy simple shapes and write some letters and numbers • Dress and undress with minimal help • Feed self relatively neatly 	PD 2 Fine Motor Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. LLD 7 Writing Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person. PD 4 Personal Care With help, participates in healthy habits and healthcare routines.	
Social and Emotional Development		
Trust and Emotional Security <ol style="list-style-type: none"> 1. Establishes secure relationships with primary caregivers 2. Differentiates between familiar and unfamiliar adults 3. Shows emotional connections and attachment to others while beginning to show independence 		
Infants (0-8 months) <ul style="list-style-type: none"> • Show interest in familiar faces by staring at them • Imitate familiar adults' body language and sounds • Respond with smiles and cooing when picked up by a familiar caregiver 	SED 4 Social Relationships Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. SED 3 Attention & Persistence	

<ul style="list-style-type: none"> • Follow movement of caregiver around the room with their eyes • Prefer sight, smell, and sound of primary caregiver • Show social interaction with a smile and mutual eye gaze • Stop crying and calm down when comforted by a familiar caregiver 	<p>Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>SED 2 Self-Regulation Calms with support from caregiver. Responds as caregiver takes care of his/her needs.</p>	
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<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Try to get help from familiar adults with sounds and body language (says “mama” or cries) • Clap and smile back and forth with familiar adult • Cry or show fear when separated from their primary caregiver • Show affection, such as hugs and kisses, leaning in, or reaching out • Look for familiar adults to comfort them when hungry or tired 	<p>LLD 2 Communication Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p> <p>MR 2 Spatial Awareness Participates as caregiver raises arms or legs and says up/down.</p> <p>SED 4 Social Relationships Greets and stays near familiar people.</p> <p>SED 2 Self-Regulation Soothes self by seeking a familiar adult or thing.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Express affection for familiar caregivers, such as telling a caregiver “love you” or greeting a caregiver excitedly • Check back with caregiver often when playing or exploring • Reach for familiar caregivers when unfamiliar adults approach • Look for familiar caregivers after falling down or getting hurt • Take a familiar toy or blanket along on a trip or a visit to a new place 	<p>SED 4 Social Relationships Greets and stays near familiar people. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2 Self-Regulation Soothes self by seeking a familiar adult or thing.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Consistently seek out a trusted adult for comfort when they are upset • Show interest and comfort in playing with and meeting new adults • Show comfort in new situations 	<p>SED 2 Self-Regulation Soothes self by seeking a familiar adult or thing.</p> <p>SED 4 Social Relationships Identifies and plays side-by-side with a new or familiar person. Participates in an activity when asked.</p>

<p>Self-Awareness</p> <ol style="list-style-type: none"> 1. Expresses needs and wants through facial expressions, sounds, or gestures 2. Develops awareness of self as separate from others 3. Shows confidence in increasing abilities 4. Shows awareness of relationship to family/community/cultural group 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Cry when hungry, uncomfortable, tired, or unhappy • Turn head, frown, and/or arch back when over-stimulated • Begin to express several clearly different emotions, such as happiness, excitement, and anger • Turn and look at caregiver when their name is called • Look at and/or smile at themselves in the mirror • Explore own hands and feet • Push away bottle, breast, or food, or turn head away when full 	<p>PD 3 Safety Expresses distress when needs are not met.</p> <p>SED 3 Attention & Persistence Focuses for a short time on a person, sound or thing.</p> <p>SED 2 Self-Regulation Shows a range of emotions with facial expressions and gestures.</p> <p>SED 1 Self-Awareness Recognizes self in photos or in a mirror.</p> <p>LLD 2 Communication Uses vocalizations and gestures to communicate.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Express a variety of emotions, like happiness, sadness, surprise, and discomfort • Begin pointing to and naming body parts on themselves and others • Enjoy making faces at themselves in mirror • Make choices by shaking head “no” and/ or nodding head “yes” • Enjoy pointing to or naming pictures of family members • Choose culturally familiar foods over other foods • Enjoy praise and clapping to celebrate their accomplishments 	<p>SED 2 Self-Regulation Shows a range of emotions with facial expressions and gestures.</p> <p>PD 4 Personal Care Points to body parts when prompted.</p> <p>SS 2 Culture & Community Recognizes family members and is exposed to family traditions or cultural events.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Recognize and name their own emotions • In front of the mirror, point to and name many body parts 	<p>SED 2 Self-Regulation Recognizes personal feelings.</p>

<ul style="list-style-type: none"> • Begin to describe themselves in words (“I run fast!”, “I strong”, “I got brown hair”) • Show pride in own accomplishments by smiling, clapping, cheering for themselves, or saying, “I did it!” • Say first and last name when asked • Use words and actions to assert themselves (“No!”, “Mine!”, while pushing another child away) • Choose areas to play in or activities they prefer • Place their own items in their own cubby or area • Begin to show comfort in a greater variety of familiar settings important to family, such as church, local library, or neighborhood park • Name things related to family’s culture (“menorah”, “Christmas tree”, “sari”) 	<p>PD 4 Personal Care Points to body parts when prompted.</p> <p>SS 2 Civics & Economics Recognizes ownership of familiar objects. Says me, mine.</p> <p>SS 3 Geography Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.</p> <p>SS 1 Culture & Community Recognizes familiar symbols or artifacts of family traditions or customs.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Refer to themselves as “I” when speaking (“I can do it.”, “I go with Mommy.”) • Express more emotions through words, actions, gestures, and body language • Show more familiarity with personal space (sit on own carpet square during Circle Time, keep their hands to themselves) • Make choices, such as clothing or art materials • Enjoy being a helper with a special job to do • Speak about family members and friends who are not present • Begin to notice how people’s skin color, hair color, and abilities are different or the same • Be able to speak about familiar community places and activities, such as going to church, post office, or grocery store • Enjoy joining others in cultural celebrations 	<p>SED 2 Self-Regulation Shows a range of emotions with facial expressions and gestures.</p> <p>SED 1 Self-Awareness When given two to three options, chooses his/her most desired option.</p> <p>SS 1 Culture & Community Identifies differences between self and others. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
<p>Self-Regulation</p> <ol style="list-style-type: none"> 1. Begins to manage own behavior and demonstrates increasing control of emotion 2. Shows ability to cope with stress 3. Develops understanding of simple routines, rules or limitations 	
<p>Infants (0-8 months)</p>	<p>SED 2 Self-Regulation</p>

<ul style="list-style-type: none"> • Turn their head, frown, and/or arch back when over-stimulated • Seek and respond to comfort from familiar caregivers when frightened or upset • Calm when held or gently rocked • Start sleep/wake cycles • Show some routine behaviors, such as babbling themselves to sleep and thumb-sucking 	<p>Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Use a comfort object for security, such as blanket or toy, when feeling stressed or upset • Look toward familiar caregivers for help when becoming upset • Crawl to familiar caregivers who are holding another child • Express own needs by gesturing or moving toward bottles, toys, or other objects they want • Use emotional expressions (pouting, whining, and crying) to obtain things they want • Anticipate and participate in transitions, such as getting a blanket for naptime • Try different ways to calm themselves when they are upset, such as singing themselves to sleep • Understand what “no” means 	<p>SED 2 Self-Regulation</p> <p>Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Recover from emotional outbursts (tantrums, biting, or hitting) in a few minutes with adult support • Use words to obtain things they want • Begin to use various emotion words, such as “I’m mad.” • Listen to and begin to follow rules • Change to new or different activities with adult support • Show beginnings of self-control, such as walking around rain puddles • Say “no” or shake head when they don’t want to do something or don’t like something 	<p>SED 2 Self-Regulation</p> <p>Redirects to a new activity with help from caregivers. Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>PD 3 Safety</p> <p>Follows simple safety rules.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Express strong emotions constructively with assistance, such as going to quiet area or asking for a favorite book to be read when upset • Stick with difficult tasks without becoming overly frustrated 	<p>SED 2 Self-Regulation</p> <p>Redirects to a new activity with help from caregivers. Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>

<ul style="list-style-type: none"> • Tell a story that shows their feelings (“I was so happy...”) • Know what will happen next in their day, such as knowing that naptime comes after lunch • Gently handle materials and living things, such as a plant or pet animal • Follow schedules with few reminders, such as cleaning up toys and joining group activities • Change behavior for different surroundings, such as running outside and walking inside 	<p>SED 3 Attention & Persistence Practices or repeats an activity many times until successful.</p> <p>SS 2 Civics & Economics Follows familiar rules and helps make group decisions.</p>
<p>Relationships with Others</p> <ol style="list-style-type: none"> 1. Shows interest in and awareness of others 2. Responds to and interacts with others 3. Begins to recognize and respond to the feelings and emotions of others and begins to show concern 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Show interest in others by watching them and tracking their behaviors • Cry, laugh, or smile with other infants 	<p>SED 4 Social Relationships Adjusts behavior according to emotional or facial response of a familiar person. Mimics facial expressions of others.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Look back and forth between toy and adult while playing • Reach out to touch another child’s face, hair, or other body part • Grab for an object another child is holding • Play side-by-side with others using the same or similar toys 	<p>PD 2 Fine Motor Reaches for objects in sight. Purposefully grasps objects with finger and thumb.</p> <p>SED 4 Social Relationships Identifies and plays side-by-side with a new or familiar person.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Play with toys with other children or include other children in pretend play • Show interest or concern for another child who is hurt or has fallen • Know the names of familiar playmates and show favorite playmates by holding hands, sharing toys, and getting excited when friends arrive • Watch and copy another child’s behavior or activity • Take turns during play with other toddlers, with lots of adult assistance 	<p>CA 4 Drama Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>SED 4 Social Relationships Adjusts behavior according to emotional or facial response of a familiar person. Mimics facial expressions of others.</p> <p>SS 2 Civics & Economics Follows familiar rules and helps make group decisions.</p>

Three-year-olds (36-48 months) <ul style="list-style-type: none"> • Initiate play and share toys with friends and adults • Ask questions about why another child is crying or tell a familiar caregiver when a friend is hurt • Share and take turns with other children • Encourage and praise peers • Express interest in, acceptance of, and affection for others • Begin to plan play with friends and follow through with actions, such as asking a friend to play in the block center, and then doing so • Make decisions with other children with adult assistance • Join others in group activities for brief periods of time 	SS 2 Civics & Economics Follows familiar rules and helps make group decisions. Offers a toy or object to another person. SED 4 Social Relationships Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
Language and Communication Development	

Listening and Understanding <ol style="list-style-type: none"> 1. Listens with interest to language of others 2. Responds to nonverbal and verbal communication of others 3. Begins to understand the rules of conversation 	
Infants (0-8 months) <ul style="list-style-type: none"> • Turn towards sounds or voice of caregiver • Smile when spoken to • Watch a person's face and body language when they are talking • Respond to body language and directions given by the caregiver (hold their arms out when caregiver reaches for child and says "Let me pick you up.") • Respond to different tones of voice, such as becoming excited or calm when spoken to • Use hand motions and body movements (reaching, clapping, turning) in response to familiar words and phrases 	LLD 1 Listening Turns head toward the person speaking and makes gestures and/or vocalizations in response. MR 2 Spatial Awareness Participates as caregiver raises arms or legs and says up/down. LLD 3 Phonological Awareness Babbles and vocalizes using sound, volume and inflection. LLD 2 Communication Uses vocalizations and gestures to communicate.
Older infants (8-18 months) <ul style="list-style-type: none"> • Quiet down or get excited when they hear familiar voices • Look at person who calls their name or is speaking • Recognize names of familiar objects (cup, banana, juice, etc.) • Watch and listen while others speak and then speak or make 	LLD 1 Listening Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.

<p>sounds themselves • Follow simple requests (“Get your ball.”) • Respond with body language or words to simple questions</p>	<p>LLD 2 Communication Uses a few words and word-like sounds to communicate.</p> <p>LLD 3 Phonological Awareness Imitates sounds and tones.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Imitate caregiver’s different vocal sounds and body language • Laugh after caregiver says something funny • Quiet and listen when caregivers say they have something to say • Let others know when they want a turn to talk (says “me” or “my turn”) • Follow two-step requests • Show understanding by pointing to or touching a picture in a book or talking about some part of a book • Begin to talk or converse with other toddlers during play (listening and paying attention to each other) 	<p>SED 4 Social Relationships Mimics facial expressions of others.</p> <p>SS 2 Civics & Economics Says me, mine.</p> <p>LLD 1 Listening Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Follow three-step directions • Participate in short conversations with expected words and phrases • Produce expected responses to different types of requests • Ask or gesture for a request to be repeated or clarified • Ask a question and wait for an answer from others • Provide expected responses to "wh" questions (who, what, where, when, why), as well as other question forms (how, if/then, etc.) • Let others know when they are interrupted by saying “It’s my turn.” • Know many words and the opposite of those words (tall/short, smooth/rough, light/heavy) 	<p>LLD 1 Listening Shows understanding of some complex vocabulary. Follows unrelated two-step directions given verbally. Asks and answers general questions about information or stories shared verbally.</p> <p>LLD 2 Communication Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean.</p>
<p>Communication and Speaking</p> <ol style="list-style-type: none"> 1. Uses consistent sounds, gestures, or words to communicate for a variety of purposes 2. Imitates sounds, gestures, signs, or words 3. Uses language to engage in simple conversations 	

<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Make a variety of sounds to express needs and interests (laughing, cooing, sucking noises to indicate excitement, hunger, tired cry versus hurt cry, babbling) • Begin to imitate sounds like “da” when caregiver says “da” • Begin to move mouth while looking at caregiver talking • Make sounds or signs to get caregiver’s attention 	<p>LLD 2 Communication</p> <p>Mimics single sounds. Uses vocalizations and gestures to communicate.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Respond to caregiver’s talk by babbling or producing words in reply (“ba-ba-ba” repeated over and over for dialogue) • Say first words by 8-12 months • Try to name familiar people and objects like “mama” and “dada” • Use single words combined with hand motions and body movements to communicate (wave while saying “bye bye”) • Point or use hand motion to communicate wants or needs • Begin to repeat words in simple songs and rhymes • Use approximately 50-100 words in home language or in English by 18 months 	<p>LLD 3 Phonological Awareness</p> <p>Imitates sounds and tones.</p> <p>LLD 2 Communication</p> <p>Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Combine words into simple sentences (“Mommy bye-bye” or “milk all gone”) • Use new words in everyday experiences (“books in box”) • Ask caregivers to help name unfamiliar objects • Use three- to four-word sentences with a noun and a verb • Use approximately 400 words in home language or in English by 30 months • Use approximately 1000 words in home language or in English by 36 months 	<p>LLD 2 Communication</p> <p>Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Ask more difficult questions that need more information and clarification (“Why does __ happen?”) • Use multiple words to describe and communicate feelings • Use more abstract words to understand their world (use words like “think”, “know”, “guess”) • Speak using the past tense or possessive (“Daddy carried the 	<p>LLD 2 Communication</p> <p>Communicates needs, desires and ideas. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges. Uses verb tenses.</p>

<p>cake.” “Mommy’s car is blue.”)</p> <ul style="list-style-type: none"> • Use approximately 4000+ words in home language or in English by 48 months 	
<p>Emergent Literacy</p> <ol style="list-style-type: none"> 1. Shows interest in songs, rhymes, and stories 2. Develops interest in and involvement with books and other print materials 3. Begins to recognize and understand symbols 4. Begins to develop interests and skills related to emergent writing 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Focus attention, move body, or make sounds during familiar songs, fingerplays, or rhymes • Touch, look at, or make sounds when looking at picture books with adult • Look at others writing or drawing on paper 	<p>SED 3 Attention & Persistence Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.</p> <p>LLD 5 Concepts of Print Looks at or points to pictures. Opens and closes books.</p> <p>LLD 6 Reading Comprehension Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Imitate body language and/or make sounds during familiar songs, fingerplays, or rhymes • Enjoy being read to and exploring books (in home language and in English) • Point to or name familiar characters, pictures, or photographs in books • Participate in activities or songs that require listening (listens to songs/ rhymes in English and home language) • Turn pages of sturdy books, look at the pictures, and make sounds or words • Reach for and hold various writing tools, such as crayons or chalk • Make marks or scribbles on paper 	<p>MR 5 Patterns Attempts to mimic vocal and physical patterns.</p> <p>LLD 5 Concepts of Print Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 6 Reading Comprehension Points to pictures and repeats words from familiar stories.</p> <p>LLD 7 Writing Explores writing materials. Makes random marks with writing tools. Makes handprints or fingerprints.</p>
<p>Toddlers (18-36 months)</p>	<p>MR 5 Patterns</p>

<ul style="list-style-type: none"> • Sing along with familiar songs, fingerplays, or rhymes • Enjoy singing familiar songs or saying rhymes with and without adult assistance • Begin to produce real or nonsense words that sound alike • Enjoy being read to and exploring books and reading materials on their own (in English and in home language) • Ask to be read to and has favorite books • Pretend to read familiar books • Name and describe familiar characters, pictures, or photographs in books with adult assistance • Recall characters or events in familiar books • Recognize some print or symbols in their surroundings (stop sign, local store sign) • Make circular scribbles, line marks, or letter-like forms when asked to write • Try different ways to grip or use writing and drawing tools, such as crayons or paintbrushes • Identify some letters (the first letter in their name) with assistance 	<p>Attempts to mimic vocal and physical patterns.</p> <p>LLD 3 Phonological Awareness Identifies words that have a similar beginning sound.</p> <p>LLD 4 Alphabetic Knowledge Points at words printed on a page and pretends to read aloud.</p> <p>LLD 6 Reading Comprehension Talks about pictures and ideas in familiar stories. Recalls the name of the main character.</p> <p>LLD 7 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> <p>LLD 5 Concepts of Print Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Like to repeat phrases in books or nursery rhymes, read aloud as a group • Enjoy doing “pretend readings” of familiar books and making up a story to match drawings (in English and in home language) • Enjoy a variety of literacy activities, including shared book reading, listening to recorded stories with headphones, or interacting with e-books • Recall characters and events or predict what will come next in familiar books without help • Handle books with increasing skill • Show increasing understanding that print in most languages is read from left to right, top to bottom, and front to back • Begin to understand that letters are combined to make words • Recognize some familiar words in print, like their name • Identify some letters and know some sounds that letters make • Begin to write letter-like forms and attempt to write from left-to-right and top-to-bottom in English writing • Attempt to reproduce letters (or characters depending on 	<p>MR 5 Patterns Attempts to mimic vocal and physical patterns.</p> <p>LLD 3 Phonological Awareness Identifies words that have a similar beginning sound. Shows awareness of separate words in spoken language.</p> <p>LLD 4 Alphabetic Knowledge Points at words printed on a page and pretends to read aloud. Recognizes some common words in print; such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p> <p>LLD 6 Reading Comprehension Talks about pictures and ideas in familiar stories. Recalls the name of the main character.</p> <p>LLD 7 Writing</p>

<p>home language) by copying one or more letters (or characters)</p> <ul style="list-style-type: none"> • Use various writing and drawing tools without adult assistance • Count words in a sentence • Break words into syllables (clap syllables in own name) 	<p>Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> <p>LLD 5 Concepts of Print Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
Cognitive Development	
<p>Exploration and Discovery</p> <ol style="list-style-type: none"> 1. Pays attention and exhibits curiosity in people and objects 2. Uses senses to explore people, objects, and the environment 3. Shows interest in colors, shapes, patterns, and pictures 4. Makes things happen and watches for results and repeats actions 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Focus on caregivers' face and follow face or voice • Turn head when a new person enters the room • Reach out to touch objects • Put objects in their mouth to touch and taste • Reach out and grab new toys, and turn them over and over to explore or bang them • Hit or kick toys to make them move over and over 	<p>SED 3 Attention & Persistence Focuses for a short time on a person, sound or thing.</p> <p>LLD 1 Listening Turns head toward the person speaking and makes gestures and/or vocalizations in response.</p> <p>SED 1 Self-Awareness Explores self and others by using senses.</p> <p>PD 2 Fine Motor Reaches for objects in sight. Uses arms or legs to make contact with an object.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Look at books • Look to see where objects went when they are dropped • Touch and feel others' faces, skin, or hair • Enjoy playing with objects that make sounds and pay attention to different sounds objects can make, such as drums, noise makers, or bells • Ask to continue a game by signing or saying "more" 	<p>LLD 6 Reading Comprehension Holds book and looks intently at each page.</p> <p>SCI 3 Physical Science Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move. Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p>

<ul style="list-style-type: none"> • Push a button on a toy to make objects pop up or to make a sound over and over again • Sit on a rocking horse or toy and move it back and forth • Look closely at small objects, such as pieces of paper or leaves • Put a shape in a box with different shape openings (shape sorters) • Stack blocks or objects 	<p>SCI 1 Investigation & Inquiry Uses senses to explore environment.</p> <p>MR 2 Spatial Awareness Tries to put one object inside another. Purposely turns or spins objects. Fills container then dumps out the contents.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Notice, point at, or talk about animals or insects • Pick up rocks, sticks, or other objects when outdoors • Pour, scoop, and explore sand and water • Match colors and shapes and sort toys or objects that are alike • Show interest in mixing colors of water or paints • Push/pull riding toys in order to make them move 	<p>SCI 2 Natural & Earth Science Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.</p> <p>MR 6 Classification When shown one object, finds the match. Identifies and names familiar people, characters and animals.</p> <p>CA 3 Visual Arts Explores a variety of artistic tools and media.</p> <p>SCI 3 Physical Science Uses body to push or pull toys.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Talk about and ask about objects in nature • Observe and discuss changes in weather • Name basic colors and shapes • Copy simple patterns • Experiment with different objects during play to compare their effects (pushes toy cars down different types of ramps to see which car goes faster) • Repeat actions, such as blowing bubbles or pumping legs on swing, to improve results 	<p>SCI 2 Natural & Earth Science Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>MR 3 Shapes Identifies a few basic shapes.</p> <p>MR 5 Patterns Copies patterns with two steps, such as red-blue, red-blue.</p> <p>SCI 3 Physical Science Explores movable parts on toys and tools. Uses on and off switches.</p>

	SED 3 Attention & Persistence Practices or repeats an activity many times until successful.
Problem-Solving <ol style="list-style-type: none"> 1. Experiments with different uses for objects 2. Shows imagination, creativity, and uses a variety of strategies to solve problems 3. Applies knowledge to new situations 4. Begins to develop interests and skills related to numbers and counting 	
Infants (0-8 months) <ul style="list-style-type: none"> • Make sounds, cry, or fuss to get caregiver's attention • Roll over to get a toy just out of reach • Turn objects over to look at and handle them from different positions • Begin to repeat actions to get an effect (drop a toy to hear it land or bang hands on table) 	MR 7 Logic & Reason Reacts to a problem and seeks a desired outcome.
Older infants (8-18 months) <ul style="list-style-type: none"> • Use objects or utensils to bang on table and make noise • Crawl into, around, or over obstacles • Attempt to nest three or four cups of different sizes • Enjoy taking objects out of containers and putting them back in • Ask, gesture, or sign to be picked up to reach something 	MR 7 Logic & Reasoning Experiments with cause and effect. MR 2 Spatial Awareness Tries to put one object inside another. Fills container then dumps out the contents.
Toddlers (18-36 months) <ul style="list-style-type: none"> • Ask for the names of new objects or people ("What's that?" or "Who's that?") • Climb on a stool to reach an object • Experiment with new toys to see how they work • Turn puzzle pieces many different ways to complete a puzzle • Count objects while pointing to each one and saying the number (one-to-one correspondence) • Offer to trade toys with other children 	LLD 2 Communication Asks what a specific person or object is called. Communicates needs, desires and ideas. MR 7 Logic & Reasoning Experiments with cause and effect. MR 2 Spatial Awareness Purposely turns or spins objects. Puts together three pieces to create a whole object. MR 1 Number Sense Points to one object at a time while counting (not always in

	<p>correct order).</p> <p>SS 2 Civics & Economics Offers a toy or object to another person.</p>
<p>Three-year-olds (36-48 months)</p> <ul style="list-style-type: none"> • Like to play “hide and seek” • Show more thought in problem-solving (use a bucket to move toys from one place to another) • Complete simple jigsaw puzzles • Negotiate turn-taking with other children • Compare and sort objects using one or two features (put all the large red cars together) • Use tools to measure items (scoop into bucket, string to determine length or height) • Apply numbers and counting concepts to daily life (count the number of children at school today) 	<p>SED 3 Attention & Persistence Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>MR 7 Reasoning & Logic Tries out many possible solutions to a problem.</p> <p>MR 2 Spatial Awareness Purposely turns or spins objects. Puts together three pieces to create a whole object.</p> <p>SS 2 Civics & Economics Follows familiar rules and helps make group decisions.</p> <p>MR 4 Measurement Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 1 Number Sense Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.</p>
<p>Memory</p> <ol style="list-style-type: none"> 1. Shows ability to acquire and process new information 2. Recognizes familiar people, places, and things 3. Recalls and uses information in new situations 4. Searches for missing or hidden objects 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Look intently at new faces or objects • Smile in recognition of familiar caregiver and show excitement when they enter the room • Look in appropriate direction for toys that have been dropped 	<p>LLD 4 Alphabetic Knowledge Looks for familiar people and objects when given their names.</p> <p>SED 3 Attention & Persistence Focuses for a short time on a person, sound or thing. Shifts</p>

or partially covered by a blanket	attention from one person or thing to another.
Older infants (8-18 months) <ul style="list-style-type: none"> • Enjoy playing peekaboo • Look for hidden objects or toys • Ask for a familiar caregiver when not present • Look for a favorite object in its usual location, and ask for it when not present • Recognize a favorite book when caregiver calls it by name • Bring familiar people their shoes or other personal objects 	MR 5 Patterns Plays predictable activities with caregivers such as pat-a-cake and peekaboo. MR 1 Number Sense Looks for an object that is taken out of sight. LLD 4 Alphabetic Knowledge Looks for familiar people and objects when given their names. LLD 6 Reading Comprehension Points to pictures and repeats words from familiar stories.
Toddlers (18-36 months) <ul style="list-style-type: none"> • Go to the correct location for familiar activity (goes to bathroom when caregiver says “It’s time for your bath”) • Know what sounds animals make and can make the sounds • Recognize and name people and animals • Use words and phrases that familiar caregivers use (“Be right back.” or “See you later.”) • Sing familiar songs over and over • Bring favorite book to caregiver to have it read to them • Know familiar words and complete sentences in their favorite books 	SS 3 Geography Identifies a variety of familiar places, such as the store, car, home or Grandma’s. Follows a path. LLD 3 Phonological Awareness Imitates sounds and tones. MR 6 Classification Identifies and names familiar people, characters and animals. LLD 2 Communication Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. LLD 6 Reading Comprehension Anticipates what comes next in familiar stories.
Three-year-olds (36-48 months) <ul style="list-style-type: none"> • Tell what will happen next in a familiar book • Answer simple questions about past experiences (“Who took you swimming yesterday?”) • Recognize familiar driving routes and locations in neighborhood (says, “That’s where Grandma lives!” when approaching her house) 	LLD 6 Reading Comprehension Anticipates what comes next in familiar stories. SS 4 History & Sense of Time Recalls information and events from the past. SS 3 Geography

<ul style="list-style-type: none"> • Talk about how common objects, such as spoon, hair brush, or pencil, are used 	<p>Identifies a variety of familiar places, such as the store, car, home or Grandma's.</p> <p>LLD 2 Communication Describes familiar people, places and objects.</p>
<p>Imitation and Make-Believe (Symbolic Play)</p> <ol style="list-style-type: none"> 1. Uses objects in new ways or in pretend play 2. Uses imitation in pretend play to express creativity and imagination 	
<p>Infants (0-8 months)</p> <ul style="list-style-type: none"> • Copy caregiver actions, such as sticking out tongue or clapping hands together • Imitate playing with a toy, such as shaking, banging, or pushing buttons to make a toy work • Coo, squeal, or laugh when their caregiver talks and plays games with infant 	<p>LLD 1 Listening Responds to conversation in environment and imitates actions.</p> <p>LLD 2 Communication Uses vocalizations and gestures to communicate.</p>
<p>Older infants (8-18 months)</p> <ul style="list-style-type: none"> • Imitate adult actions (waving "bye-bye" or brushing hair) • Play with toys the way they are intended, such as pretending to drink tea from a toy tea cup • Pretend to feed doll or stuffed animal with their own bottle or food 	<p>CA 4 Drama Imitates simple movements and facial expressions.</p>
<p>Toddlers (18-36 months)</p> <ul style="list-style-type: none"> • Imitate adult actions, such as pretending to wipe a dirty table or talking on the phone • Pretend to drink from an empty cup by making slurping noises and saying "ah" when finished • Pretend objects are other things, such as a banana for a phone or a block for a car • Pretend that a doll or stuffed animal has feelings, such as making a crying noise to indicate that the doll is sad • Play with stuffed animals one day to play "veterinarian" and then to play "farmer" another day 	<p>CA 4 Drama Mimics observed behaviors and words. Mimics the use of familiar objects. Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>

Three-year-olds (36-48 months)

- Reenact actions that have multiple steps that they have seen at an earlier time, such as pretending to get ready for work by making breakfast or putting on jewelry
- Have pretend play scenarios that include different roles ("I'll be the mommy and you be the baby.")
- Plan what they are going to pretend before play, such as saying "Let's play baking!"
- Play with imaginary objects, such as serving an invisible slice of pizza on a plate

CA 4 Drama

Mimics observed behaviors and words. Mimics the use of familiar objects. Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. Plays a role in group dramatic play. Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	
A. Self Concept	
PK3 Outcomes	Experience Curriculum Skills
<p>PK3.I.A.1 Child is building competence in controlling own body movements.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p>
<p>PK3.I.A.2 Child can identify own physical attributes and indicate some likes and dislikes when prompted.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i></p>

	<p>PD 4.2 Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.</p> <p>PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p>PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs.</p>
PK3.I.A.3 Child begins to show awareness of own abilities.	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p>
PK3.I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p>
PK4 Outcomes	Experience Curriculum Skills
PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1b.3 Expresses likes and dislikes.</p>

	<p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on won. With support, negotiates ways to handle nonroutine transitions.</p> <p>CA 2 Dance & Movement: Expresses through dance. Develops movement techniques.</p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
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<p>PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i></p> <p>PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p>PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs.</p> <p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p>
<p>PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p>

PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.	
B. Self Regulation	
1.Behavior Control	
PK3 Outcomes	Experience Curriculum Skills
PK3.I.B.1.a Child follows simple rules and routines when assisted by adults.	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i> SED 2a.3 Experiments and role-plays with a range of emotions. SED 2a.4 Recognizes and names a few personal feelings. SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn. SED 2b.4 Controls impulses with reminders. SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help. SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3a.4 Practices or repeats an activity many times until successful.Expresses delight over a successful project. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed. SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i> SS 2a.3 Recognizes and attends to authority figures. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p>

	<p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p>
PK3.I.B.1.b Child takes care of and manages classroom materials with adult assistance.	<p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p>
PK3.I.B.1.c Child manages own behavior with adult guidance and assistance.	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as</p>

	<p>needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p>
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine.</p> <p>Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on won. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p>

	<p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
PK4.I.B.1.b Child takes care of and manages classroom materials.	<p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
PK4.I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p>

	<p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on won. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p>
2.Emotional Control	
PK3 Outcomes	Experience Curriculum Skills
PK3.I.B.2.a Child recognizes and expresses a range of emotions.	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p>

	<p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>
<p>PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).</p>	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p>

	LLD 1b.4 Follows unrelated two-step directions given verbally.
PK3.I.B.2.c Child manages intensity of emotions with adult assistance.	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine.</p> <p>Recognizes when the typical routine is not followed and identifies the change.</p>
PK4 Outcomes	Experience Curriculum Skills
PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine.</p> <p>Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on won. With support, negotiates ways to handle nonroutine transitions.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p>

	<p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>
PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on won. With support, negotiates ways to handle nonroutine transitions.</p> <p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and</p>

	<p>sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p>
PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.	<p>SED 2 Self-Regulation: <i>Identifies emotions. Manages feelings and behavior. Follows routines and transitions.</i></p> <p>SED 2a.3 Experiments and role-plays with a range of emotions.</p> <p>SED 2a.4 Recognizes and names a few personal feelings.</p> <p>SED 2a.5 Identifies and describes personal feelings.</p> <p>SED 2b.3 Mimics breathing and calming strategies. Practices waiting for a turn.</p> <p>SED 2b.4 Controls impulses with reminders.</p> <p>SED 2b.5 Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 2c.3 Recognizes a familiar activity or routine. Redirects to a new activity with help.</p> <p>SED 2c.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.</p> <p>SED 2c.5 Follows daily routines on won. With support, negotiates ways to handle nonroutine transitions.</p>
3. Control of Attention	
PK3 Outcomes	Experience Curriculum Skills
PK3.I.B.3.a Child focuses attention on one task at a time but may not stay with it to completion.	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as</p>

	<p>needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p>
<p>PK3.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3a.6 Sustains focus for at least 10 minutes even if there are distractions.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p>
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p>
<p>PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p>

	<p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3a.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p>SED 3a.6 Sustains focus for at least 10 minutes even if there are distractions.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 3b.5 Demonstrates flexibility and imagination while working on a task.</p>
C. Relationships with Others	
PK3 Outcomes	Experience Curriculum Skills
PK3.I.C.1 Child forms positive relationships with adults and peers.	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas. Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p>

	<p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>PK3.I.C.2 Child assumes roles and responsibilities as part of the classroom community with adult assistance.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p>
<p>PK3.I.C.3 Child shows interest in peer play but may be less skilled in initiating and joining a group.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p>

	<p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>
PK3.I.C.4 Child enjoys parallel and associative play with peers.	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>
PK3.I.C.5 Child seeks adult help when experiencing conflicts with another child.	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>PD 3 Safety: Demonstrates safe practices.</p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies</p>

	dangerous situations and seeks help.
PK3.I.C.6 Child responds with concern when a child or adult is distressed.	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>
PK3.I.C.7 Child interacts with peers and may have preferred friends.	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>

	SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.
PK4 Outcomes	Experience Curriculum Skills
PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p>

<p>PK4.I.C.2 Child assumes various roles and responsibilities as part of the classroom community.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p>
<p>PK4.I.C.3 Child shows competence in initiating social interactions.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>

	<p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>
<p>PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>
<p>PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>PD 3 Safety: Demonstrates safe practices.</p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
<p>PK4.I.C.6 Child demonstrates empathy and caring for others.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and</i></p>

	<p><i>peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>
PK4.I.C.7 Child interacts with peers and has preferred friends.	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks</p>

	<p>adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>
D. Social Awareness	
PK3 Outcomes	Experience Curriculum Skills
<p>PK3.I.D.1 Child shows interest in other people and their feelings.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations.</i></p>

	<p><i>Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p>
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p>

	<p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p>
II. EMERGENT LITERACY: LANGUAGE AND COMMUNICATION DOMAIN	
A. Listening Comprehension	
PK3 Outcomes	Experience Curriculum Skills
<p>PK3.II.A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p>

	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
IPK3.II.A.2 Child shows understanding by following two-step verbal directions.	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.2 Shows understanding of a variety of single familiar words. Points at named objects or body parts.</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p>

	<p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>

	<p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>PK4.II.A.2 Child shows understanding by following three-step verbal directions.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
B. Speaking (Conversation)	

PK3 Outcomes	Experience Curriculum Skills
<p>PK3.II.B.1 Child uses language to communicate basic needs and wants.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>PK3.II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and</i></p>

	<p><i>nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
PK3.II.B.3 Child is able to communicate basic information in familiar social settings.	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks</p>

	additional words for new ways to describe.
PK3.II.B.4 Child begins to use appropriate language for different situations.	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i> SS 2a.3 Recognizes and attends to authority figures. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade. SS 2b.4 Asks before taking an object that does not belong to self.</p>

	Offers an object to another person to get what they want. Explores concept of money.
PK4 Outcomes	Experience Curriculum Skills
PK4.II.B.1 Child uses language for multiple purposes.	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1a.5 Listens and understands inferred requests. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2a.5 Tells stories and engages in conversations through multiple exchanges. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>

<p>PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1a.5 Listens and understands inferred requests. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2a.5 Tells stories and engages in conversations through multiple exchanges. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>PK4.II.B.3 Child provides appropriate information in various settings.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p>

	<p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>PK4.II.B.4 Child matches language to social contexts.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p>

	<p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores</p>
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	concept of money.
C. Articulation	
PK3 Outcomes	Experience Curriculum Skills
PK3.II.C.1 Child's speech is understood by familiar adults and peers.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p>
PK3.II.C.2 Child begins to mimic intonation of language through songs and fingerplay.	<p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i> CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1b.2 Responds to changes in sound, rhythm, volume or melody. CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices. CA 1b.4 Claps along to simple rhythm patterns. Controls voice to</p>

	mimic the melodic direction.
PK4 Outcomes	Experience Curriculum Skills
PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p>
PK4.II.C.2 Child demonstrates growing understanding of the intonation of language.	<p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>

	<p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p> <p>CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
D. Vocabulary	
PK3 Outcomes	Experience Curriculum Skills
<p>PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language,</p>

	<p>braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
PK3.II.D.2 Child understands (receptive) the instructional language of the classroom.	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p>
PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases</p>

	<p>by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational</i></p>

	<p><i>skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three</p>

	<p>exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases</p>

	<p>by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
E. Sentences and Structure	
PK3 Outcomes	Experience Curriculum Skills
IPK3.II.E.1 Child typically uses simple sentences of three to four words, usually in correct word order.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p>

	<p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
PK3.II.E.2 Child begins to use regular plurals and regular past tense correctly.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>

	<p>SS 4 History & Sense of Time: <i>Develops sense of time</i></p> <p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p>
PK3.II.E.3 Child uses simple sentence structures with at least one idea.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases</p>

	<p>by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.II.E.1 Child typically uses complete sentences of four or more words with age-appropriate grammatical complexity, usually in standard word order.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>PK4.II.E.2 Child correctly uses regular and irregular plurals, regular</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and</i></p>

<p>past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p><i>nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i></p> <p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p>

	<p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
III. EMERGING LITERACY: READING DOMAIN	

A. Motivation to Read	
PK3 Outcomes	Experience Curriculum Skills
<p>PK3.III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4b.2 Points at words printed on a page and pretends to read aloud.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.2 Points to pictures and repeats words from familiar stories.</p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.2 Answers “where” questions by pointing.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
<p>PK3.III.A.2 Child tells a story by looking at pictures or from memory.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes</i></p>

	<p><i>letter-sound connections and decodes words.</i></p> <p>LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4b.2 Points at words printed on a page and pretends to read aloud.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.2 Points to pictures and repeats words from familiar stories.</p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.2 Answers “where” questions by pointing.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
PK3.III.A.3 Child notices and connects meaning to environmental print.	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.2 Identifies a familiar object or person when shown a drawing or photo.</p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p>

	<p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4b.2 Points at words printed on a page and pretends to read aloud.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book.</p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.2 Points to pictures and repeats words from familiar stories.</p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.2 Answers “where” questions by pointing.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
PK4 Outcomes	Experience Curriculum Skills
PK4.III.A.1 Child engages in story-related prereading activities.	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p>

	<p>LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds. LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i> LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i> LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life. LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props. LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
<p>PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print. LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad. LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print. LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p>

	<p>LLD 4b.4 Identifies six to seven letters and their sounds. LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i> LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i> LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life. LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props. LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
<p>PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print. LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad. LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print. LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds.</p>

	<p>LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
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B. Phonological Awareness	
PK3 Outcomes	Experience Curriculum Skills
PK3.III.B.1 Child recognizes when a word in a spoken sentence is changed.	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p>

	<p>LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies</p>

	<p>when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p>
PK3.III.B.3 Child recognizes the individual words in a compound word.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p>

	<p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p>
PK3.III.B.4 *Three-year olds do not typically develop word manipulation skills, so no outcome is included*	NO OUTCOME IS INCLUDED
PK3.III.B.5 Child participates in oral syllabication activities.	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p>
PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes</i></p>

	<p><i>letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p>
PK3.III.B.7 Child uses alliteration through playful activities such as songs and read-alouds.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a</p>

	<p>word.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i> CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices. CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p>
PK3.III.B.8 Child participates in onset-rime blending activities (in English only).	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i> LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p>
PK3.III.B.9 *Three-year olds do not typically develop phonemic awareness, so no outcome is included*	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills
PK4.III.B.1 Child identifies the individual words in a spoken sentence.	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i> LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. LLD 1a.4 Listens then responds appropriately. Shows understanding</p>

	<p>of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>PK4.III.B.2 Child distinguishes differences between similar-sounding words.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p>

	<p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p>
PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational</i></p>

	<p><i>skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p>
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	<p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p>
PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p>
PK4.III.B.5 Child begins to blend and segment syllables in multisyllabic words.	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p>
PK4.III.B.6 Child identifies rhyming words.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and</p>

	<p>responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p>
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	<p>LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p> <p>CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
PK4.III.B.7 Child identifies alliterative words with pictorial support.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>

	<p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p> <p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p> <p>CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
PK4.III.B.8 Child identifies a familiar one-syllable word that is	LLD 1 Listening (Receptive Language): <i>Understands and interprets</i>

<p>segmented by onset and rime (in English only).</p>	<p><i>language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p>
<p>PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.</p>	<p>LLD 1 Listening (Receptive Language): <i>Understands and interprets language (both words and gestures). Follow directions.</i></p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.</p> <p>LLD 1a.4 Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b.3 Follows related two-step directions given verbally.</p> <p>LLD 1b.4 Follows unrelated two-step directions given verbally.</p> <p>LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 3 Phonological Awareness: <i>Hears small units of sound.</i></p> <p>LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p>

	Suggests a series of rhyming words when given a word.
C. Alphabet Knowledge	
PK3 Outcomes	Experience Curriculum Skills
<p>PK3.III.C.1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print. LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad. LLD 4b.3 Recognizes the sound of the first letter in his/her name. LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i> LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>CA 1 Music: Expresses through music. Develops rhythm and tone. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices. CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p>
<p>PK3.III.C.2 Child identifies the letter associated with the sound of the first letter of his name.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i> LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print. LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad. LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p>

	LLD 4b.4 Identifies six to seven letters and their sounds.
PK3.III.C.3 Child produces the correct sound for the first letter of his name.	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p>
PK4 Outcomes	Experience Curriculum Skills
PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>CA 1 Music: Expresses through music. Develops rhythm and tone.</p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores</p>

	<p>shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p> <p>CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.</p> <p>LLD 4b.6 Identifies all letters and their sounds. Begins to sound out the letters in two- to four- letter words.</p>
PK4.III.C.3 Child produces at least 20 distinct letter sound correspondences.	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4a.5 Names upper- and lowercase letters when presented in random order. When shown a two-or three-letter word, can find it in print.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p>

	LLD 4b.5 Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.
D. Comprehension of Text	
PK3 Outcomes	Experience Curriculum Skills
PK3.III.D.1 Child re-enacts a story after it has been read aloud.	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i> LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i> CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p>
PK3.III.D.2 Child makes personal connections to books read aloud.	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i> LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
PK3.III.D.3 Child asks and answers age appropriate questions about a book.	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i> LLD 6a.3 Talks about pictures and ideas in familiar stories.</p>

	<p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
<p>PK3.III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.</p>	<p>LLD 4 Alphabetic Knowledge: <i>Identifies letters and words. Makes letter-sound connections and decodes words.</i></p> <p>LLD 4a.3 Recognizes the difference between pictures, letters and numbers in print.</p> <p>LLD 4a.4 Recognizes some common words in print, such as his/her name, mom, dad.</p> <p>LLD 4b.3 Recognizes the sound of the first letter in his/her name.</p> <p>LLD 4b.4 Identifies six to seven letters and their sounds.</p> <p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.</p>	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p>

	<p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects.</p> <p>Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p>	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p> <p>MR 6 Classification: Matches and sorts.</p>

	<p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud.	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
PK4.III.D.4 Child makes inferences and predictions about a text.	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary</p>

	and retells a story by pointing at pictures or role-playing with props. LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.
E. Concepts of Print	
PK3 Outcomes	Experience Curriculum Skills
PK3.III.E.1 Child can distinguish between pictures and print.	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
PK3.III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.2 Mimics observed behaviors and words.</p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4b.2 Mimics the use of familiar objects.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real</p>

	object.
PK3.III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
PK4 Outcomes	Experience Curriculum Skills
PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact</p>

	<p>book. Names author and illustrator. Identifies punctuation.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.	<p>LLD 5 Concepts of Print: <i>Uses print concepts and explores books and other text.</i></p> <p>LLD 5.3 Identifies the front/back and top/ bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
IV.EMERGING LITERACY : WRITING DOMAIN	
A. Motivation to Write	
PK3 Outcomes	Experience Curriculum Skills
PK3.IV.A.1 Child engages in free-choice drawing and writing activities.	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>

	<p>LLD 7 Writing: <i>Uses writing to represent meaning.</i> LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
PK3.IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools.	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i> LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and</i></p>

	<p><i>develops visual art techniques.</i></p> <p>CA 3a.2 Scribbles, colors or paints intentionally on paper.</p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.2 Uses hands and feet to explore a variety of media.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>

	<p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways.</p>

	<p>Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
B. Writing as a Process	
PK3 Outcomes	Experience Curriculum Skills
<p>PK3.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i></p> <p>SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p>SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project.</p> <p>SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed.</p> <p>SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p>

	<p>SED 4b.3 Helps or participates in an activity when asked. SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i> LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>PK3.IV.B.2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4a.4 Joins a group and participates in group play. SED 4b.3 Helps or participates in an activity when asked. SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain</p>

	<p>emotion. Participates in group play with those different than self.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i> LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>PK3.IV.B.3 Child shares written products with others.</p>	<p>SED 3 Attention & Persistence: <i>Attends and engages. Shows flexibility and inventiveness.</i> SED 3a.3 Focuses on an engaging activity for a short period of time independently or with an adult. SED 3a.4 Practices or repeats an activity many times until successful. Expresses delight over a successful project. SED 3b.3 Asserts a desire to start or end an activity. Asks for help as needed. SED 3b.4 Initiates an activity and seeks help to complete it.</p> <p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4a.4 Joins a group and participates in group play. SED 4b.3 Helps or participates in an activity when asked. SED 4b.4 Plays cooperatively with others and begins to share. Asks</p>

	<p>adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
PK4 Outcomes	Experience Curriculum Skills
PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain</p>

	<p>emotion. Participates in group play with those different than self.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>

	<p>LLD 7 Writing: <i>Uses writing to represent meaning.</i> LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents. LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>PK4.IV.B.3 Child shares and celebrates class-made and individual written products.</p>	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i> SED 4a.3 Identifies and plays side by side with a new or familiar person. SED 4a.4 Joins a group and participates in group play. SED 4b.3 Helps or participates in an activity when asked. SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4c.3 Identifies emotions of others. Demonstrates concern for others. SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p>

	<p>LLD 7 Writing: <i>Uses writing to represent meaning.</i> LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents. LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
C. Conventions in Writing	
PK3 Outcomes	Experience Curriculum Skills
PK3.IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter).	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i> LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or</p>

	<p>what it represents.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
PK3.IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas.	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>

	<p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
PK3.IV.C.3 Child begins to write using letter-like forms.	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
PK3.IV.C.4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p>

<p>random places on a page.</p>	<p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i> LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person. LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p>PK3.IV.C.5 *There is not enough research to support the inclusion of a PK3 outcome*</p>	<p>NO OUTCOME IS INCLUDED</p>
<p>PK4 Outcomes</p>	<p>Experience Curriculum Skills</p>
<p>PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.</p>	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i> PD 2.3 Opens, closes, twists and pulls objects with one or both hands. PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>

	<p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>

	<p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
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PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.

PD 2 Fine Motor: *Builds strength and coordination of small movements.*

PD 2.3 Opens, closes, twists and pulls objects with one or both hands.

PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.

PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.

LLD 7 Writing: *Uses writing to represent meaning.*

LLD 7.3 Writes letter-like forms and creates his/ her own symbols.

Scribbles or draws marks as a representation of an object or person.

LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.

LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.

LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.

SCI 1 Investigation & Inquiry: *Observes, inquires and investigates objects and events to gain understanding.*

SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.

SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.

SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.

CA 3 Visual Arts: *Expresses through 2D and 3D visual art and develops visual art techniques.*

CA 3a.3 Explores a variety of artistic tools and media.

CA 3a.4 Makes choices throughout the artistic process.

CA 3a.5 Plans, designs and seeks materials to make a creation.

CA 3b.3 Uses materials to create shapes and symbols.

CA 3b.4 Chooses an object or art tool to use with a given medium for a

	<p>desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p>PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).</p>	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p>

	<p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
PK4.IV.C.5 Child begins to experiment with punctuation when writing.	<p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>

	<p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
V. MATHEMATICS DOMAIN	
A. Number Sense	
PK3 Outcomes	Experience Curriculum Skills
PK3.V.A.1 Child rote counts from 1 to 10.	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence.	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p>

	<p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>PK3.V.A.3 Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>PK3.V.A.4 Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>PK3.V.A.5 Child recognizes numerals 0-5.</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p>

	<p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
PK3.V.A.6 Child represents quantities up to 5.	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
PK3.V.A.7 *There is not enough research to support the inclusion of a PK3 outcome*	NO OUTCOME IS INCLUDED
PK3.V.A.8 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 4 Measurement: <i>Estimates and measures. Compares and seriates.</i></p> <p>MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4a.4 Uses nonstandard measurement tools to estimate</p>

	<p>approximate size or volume. Verifies estimation with help.</p> <p>MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 4b.4 Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
PK4 Outcomes	Experience Curriculum Skills
PK4.V.A.1 Child rote counts from 1 to 30.	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1a.6 Identifies and writes numerals to 20.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1b.6 Counts to 100 by ones and tens. Counts forward from a given number.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p> <p>MR 1c. 6 Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>
PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p>

	<p>MR 1a.4 Identifies numerals to five. MR 1a.5 Identifies numerals to 10. MR 1a.6 Identifies and writes numerals to 20. MR 1b.3 Points to one object at a time while counting (not always in correct order). MR 1b.4 Counts up to ten objects. MR 1b.5 Counts up to 20 objects. MR 1b.6 Counts to 100 by ones and tens. Counts forward from a given number. MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted. MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten. MR 1c. 6 Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>
PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i> MR 1a.3 Recognizes numerals to three. MR 1a.4 Identifies numerals to five. MR 1a.5 Identifies numerals to 10. MR 1a.6 Identifies and writes numerals to 20. MR 1b.3 Points to one object at a time while counting (not always in correct order). MR 1b.4 Counts up to ten objects. MR 1b.5 Counts up to 20 objects. MR 1b.6 Counts to 100 by ones and tens. Counts forward from a given number. MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted. MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1c.5 Solves addition and subtraction problems within ten. MR 1c. 6 Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>
PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p>

	<p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1a.6 Identifies and writes numerals to 20.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1b.6 Counts to 100 by ones and tens. Counts forward from a given number.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p> <p>MR 1c. 6 Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>
PK4.V.A.5 Child recognizes numerals 0-10.	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1a.6 Identifies and writes numerals to 20.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1b.6 Counts to 100 by ones and tens. Counts forward from a given number.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p> <p>MR 1c. 6 Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>
PK4.V.A.6 Child represents quantities up to 10.	<p>MR 1 Number Sense: <i>Identifies numerals. Determines</i></p>

	<p><i>quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1a.6 Identifies and writes numerals to 20.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1b.6 Counts to 100 by ones and tens. Counts forward from a given number.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p> <p>MR 1c. 6 Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>
PK4.V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1a.6 Identifies and writes numerals to 20.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1b.6 Counts to 100 by ones and tens. Counts forward from a given number.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p> <p>MR 1c. 6 Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>

	<p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1a.6 Identifies and writes numerals to 20.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1b.6 Counts to 100 by ones and tens. Counts forward from a given number.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p> <p>MR 1c. 6 Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p> <p>MR 4 Measurement: <i>Estimates and measures. Compares and seriates.</i></p> <p>MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4a.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4a.5 Estimates (not always logically) size and volume. Measures and describes findings.</p>

	<p>MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 4b.4 Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.</p> <p>MR 4b.5 Arranges and orders multiple objects by size, length, hue or weight.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
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B. Joining and Separating	
PK3 Outcomes	Experience Curriculum Skills
<p>PK3.V.B.1 Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p>

	<p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
<p>PK3.V.B.2 Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p>
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.</p>	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p>

	<p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>
PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.	<p>MR 1 Number Sense: <i>Identifies numerals. Determines quantity. Understands operations.</i></p> <p>MR 1a.3 Recognizes numerals to three.</p> <p>MR 1a.4 Identifies numerals to five.</p> <p>MR 1a.5 Identifies numerals to 10.</p> <p>MR 1b.3 Points to one object at a time while counting (not always in correct order).</p> <p>MR 1b.4 Counts up to ten objects.</p> <p>MR 1b.5 Counts up to 20 objects.</p> <p>MR 1c.3 Creates groups of objects. Adds to and removes from group as prompted.</p> <p>MR 1c.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1c.5 Solves addition and subtraction problems within ten.</p>
C. Geometry and Spatial Sense	
PK3 Outcomes	Experience Curriculum Skills
PK3.V.C.1 Child names and describes common 2D shapes.	<p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i></p> <p>MR 3.3 Identifies a few basic shapes.</p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>

	<p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i></p> <p>MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p>MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.</p> <p>MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 2b.5 Explains the location of an object in relation to another object.</p>
PK3.V.C.2 Child attempts to create shapes using materials and/or manipulatives.	<p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i></p> <p>MR 3.3 Identifies a few basic shapes.</p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i></p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p>

<p>PK3.V.C.3 Child begins to use language to describe position of objects.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i></p> <p>MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p>MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.</p> <p>MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 2b.5 Explains the location of an object in relation to another object.</p>
<p>PK3.V.C.4 Child recognizes common shapes, regardless of size.</p>	<p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i></p>

	<p>MR 3.3 Identifies a few basic shapes.</p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.</p>	<p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i></p> <p>MR 3.3 Identifies a few basic shapes.</p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification: Matches and sorts.</p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i></p> <p>MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p>MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.</p> <p>MR 2a.7 Matches 2D to 3D shapes. Recognizes symmetry. Gives and follows positional instructions to find objects. Builds complex shapes from simpler shapes. Splits shapes into four equal parts.</p> <p>MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 2b.5 Explains the location of an object in relation to another object.</p>

<p>PK4.V.C.2 Child creates shapes using materials and/or manipulatives.</p>	<p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i> MR 3.3 Identifies a few basic shapes. MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p>PK4.V.C.3 Child demonstrates use of position words.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech. LLD 2c.3 Identifies familiar people, places and objects. Asks what a</p>

	<p>specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i> MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces. MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. MR 2a.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes. MR 2b.3 Finds or places objects next to, between, in front of or behind self. MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. MR 2b.5 Explains the location of an object in relation to another object.</p>
PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.	<p>MR 3 Shapes: <i>Identifies shapes and their characteristics.</i> MR 3.3 Identifies a few basic shapes. MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
D. Measurement	
PK3 Outcomes	Experience Curriculum Skills
PK3.V.D.1 Child understands that lengths of objects can vary and be compared.	<p>MR 4 Measurement: <i>Estimates and measures. Compares and seriates.</i> MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects. MR 4a.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>

	<p>MR 4a.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 4b.4 Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.</p> <p>MR 4b.5 Arranges and orders multiple objects by size, length, hue or weight.</p>
PK3.V.D.2 Child begins to recognize capacity based on how much space exists within an object.	<p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i></p> <p>MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p>MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 2b.5 Explains the location of an object in relation to another object.</p>
PK3.V.D.3 Child understands that weights of objects can vary and be compared.	<p>MR 4 Measurement: <i>Estimates and measures. Compares and seriates.</i></p> <p>MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4a.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4a.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 4b.4 Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.</p> <p>MR 4b.5 Arranges and orders multiple objects by size, length, hue or weight.</p>
PK3.V.D.4 Child shows awareness of the passage of time within a day.	<p>SS 4 History & Sense of Time: <i>Develops sense of time</i></p>

	<p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p>
PK4 Outcomes	Experience Curriculum Skills
PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.	<p>MR 4 Measurement: <i>Estimates and measures. Compares and seriates.</i></p> <p>MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4a.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4a.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 4b.4 Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.</p> <p>MR 4b.5 Arranges and orders multiple objects by size, length, hue or weight.</p>
PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.	<p>MR 2 Spatial Awareness: <i>Understands how objects move in space. Determines object location.</i></p> <p>MR 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.</p> <p>MR 2a.4 Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.</p> <p>MR 2a.5 Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.</p> <p>MR 2b.3 Finds or places objects next to, between, in front of or behind self.</p> <p>MR 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 2b.5 Explains the location of an object in relation to another object.</p>
PK4.V.D.3 Child recognizes and compares weights of objects.	<p>MR 4 Measurement: <i>Estimates and measures. Compares and</i></p>

	<p><i>seriates.</i></p> <p>MR 4a.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4a.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4a.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4b.3 Compares and orders two to three objects according to size, length, hue or weight.</p> <p>MR 4b.4 Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.</p> <p>MR 4b.5 Arranges and orders multiple objects by size, length, hue or weight.</p>
PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.	<p>SS 4 History & Sense of Time: <i>Develops sense of time</i></p> <p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p>
E. Classification and Patterns	
PK3 Outcomes	Experience Curriculum Skills
PK3.V.E.1 Child sorts objects that are the same and different.	<p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>
PK3.V.E.2 Child participates in group activities of collecting data and organizing it into graphic representations.	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p>

	<p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 6.8 Uses graphs and charts to represent data sorted in up to four categories.</p>
PK3.V.E.3 Child recognizes and duplicates patterns.	<p>MR 5 Patterns: <i>Identifies, reproduces and creates patterns.</i></p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>MR 5.4 Creates and extends two-step patterns.</p>
PK4 Outcomes	Experience Curriculum Skills
PK4.V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	<p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>
PK4.V.E.2 Child collects data and organizes it in a graphic representation.	<p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 6.8 Uses graphs and charts to represent data sorted in up to four categories.</p>

PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.	MR 5 Patterns: <i>Identifies, reproduces and creates patterns.</i> MR 5.3 Copies patterns with two steps, such as red-blue, red-blue. MR 5.4 Creates and extends two-step patterns. MR 5.5 Creates and extends three- and four-step patterns and plays complex memory.
VI. SCIENCE	
A. Physical Science	
PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills
PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.	LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules. LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. MR 6 Classification: <i>Matches and sorts.</i>

	<p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p>PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>

	<p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>MR 6 Classification: <i>Matches and sorts.</i> MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics. MR 6.4 After sorting objects by one feature, sorts again by a different feature. MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i> SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors. SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>
PK4.VI.A.3 Child uses simple scientific tools to learn about objects.	SCI 4 Technology: <i>Uses tools and technology to perform tasks.</i>

	<p>SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p> <p>SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p>
PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.	<p>SCI 3 Physical Science: <i>Explores forces, motion and physical properties of materials.</i></p> <p>SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
B. Life Science	
PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills
PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p>

	<p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs.</p>
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	Sorts organisms as living or nonliving and explains why.
PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information.</p>

	<p>Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by similar features.</p>
PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>

	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i> SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by similar features.</p>
C. Earth and Space Science	
PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED

No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills
PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates</i></p>

	<p><i>objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by similar features.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>

	<p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i></p> <p>SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2a.6 Describes how living things obtain what they need to survive.</p>
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	<p>Groups living things by similar features.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>MR 6 Classification: <i>Matches and sorts.</i></p> <p>MR 6.3 Sorts objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p>

	<p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.3 Investigates an object or group of objects in multiple ways. Recognizes a problem and asks for help. SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others. SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i> SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by similar features. SCI 2b.3 Notices changes in temperature or weather. SCI 2b.4 Identifies the climate and weather in the immediate environment. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.</p>	<p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i> MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help. MR 7.4 Plans steps to accomplish tasks and explores many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SCI 1 Investigation & Inquiry: <i>Observes, inquires and investigates objects and events to gain understanding.</i> SCI 1.3 Investigates an object or group of objects in multiple ways.</p>

	<p>Recognizes a problem and asks for help.</p> <p>SCI 1.4 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by similar features.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p>
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VII. SOCIAL STUDIES DOMAIN	
A. People, Past and Present	
PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED

No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills
PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p>

	<p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p>
PK4.VII.A.2 Child identifies similarities and differences in characteristics of families.	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p>

	<p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p>
PK4.VII.A.3 Child connects his life to events, time, and routines.	<p>SED 4 Social Relationships: <i>Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.</i></p> <p>SED 4a.3 Identifies and plays side by side with a new or familiar person.</p> <p>SED 4a.4 Joins a group and participates in group play.</p> <p>SED 4a.5 Initiates play, conversations and interactions with one or more persons.</p> <p>SED 4b.3 Helps or participates in an activity when asked.</p> <p>SED 4b.4 Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4b.5 Identifies roles of self and others during tasks or pretend play. Offers to help others.</p> <p>SED 4c.3 Identifies emotions of others. Demonstrates concern for others.</p> <p>SED 4c.4 Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.</p> <p>SED 4c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p>

	<p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p> <p>SS 4 History & Sense of Time: <i>Develops sense of time</i></p> <p>SS 4.3 Describes events as they happen. Uses words such as first, then.</p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p>
B. Economics	
PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills
PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter.	<p>SCI 2 Natural & Earth Science: <i>Understanding living and nonliving things. Demonstrates knowledge of Earth's environment.</i></p> <p>SCI 2a.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p> <p>SCI 2b.3 Notices changes in temperature or weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>

	<p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p> <p>SS 2a.7 Identifies individual rights. Determines if rules support the common good.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
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	<p>SS 2b.6 Exchanges money, goods or services for other goods or services.</p> <p>SS b.7 Describes ways one might use money, goods or services.</p>
PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.	<p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p> <p>SS 2a.7 Identifies individual rights. Determines if rules support the common good.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p> <p>SS 2b.6 Exchanges money, goods or services for other goods or services.</p> <p>SS b.7 Describes ways one might use money, goods or services.</p>
PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.	<p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions</p>

	<p>and customs. Begins to learn about other cultures.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p> <p>SS 2a.7 Identifies individual rights. Determines if rules support the common good.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p> <p>SS 2b.6 Exchanges money, goods or services for other goods or services.</p> <p>SS b.7 Describes ways one might use money, goods or services.</p>
C. Geography	
PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills

PK4.VII.C.1 Child identifies and creates common geographic features.	SS 3 Geography: <i>Identifies types of places and interacts with maps.</i> SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.
PK4.VII.C.2 Child explores geography tools and resources.	SCI 4 Technology: <i>Uses tools and technology to perform tasks.</i> SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches. SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks. SS 3 Geography: <i>Identifies types of places and interacts with maps.</i> SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.
D. Citizenship	
PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills
PK4.VII.D.1 Child identifies the United States and Texas flag.	SS 1 Culture & Community: <i>Identifies community and family roles.</i>

	<p><i>Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p> <p>SS 2a.7 Identifies individual rights. Determines if rules support the common good.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p> <p>SS 2b.6 Exchanges money, goods or services for other goods or services.</p>
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	<p>SS b.7 Describes ways one might use money, goods or services.</p> <p>SS 3 Geography: <i>Identifies types of places and interacts with maps.</i></p> <p>SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p>SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>
<p>PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.</p>	<p>LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i></p> <p>LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges.</p> <p>LLD 2a.5 Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.</p> <p>LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2c.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>MR 7 Logic & Reasoning: <i>Recalls information, builds memory, reasoning and problem-solving skills.</i></p> <p>MR 7.3 Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.</p> <p>MR 7.4 Plans steps to accomplish tasks and explores many possible</p>

	<p>solutions to a problem.</p> <p>MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p> <p>SS 2a.7 Identifies individual rights. Determines if rules support the common good.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores</p>
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	<p>concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p> <p>SS 2b.6 Exchanges money, goods or services for other goods or services.</p> <p>SS b.7 Describes ways one might use money, goods or services.</p> <p>SS 3 Geography: <i>Identifies types of places and interacts with maps.</i></p> <p>SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p>SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>
PK4.VII.D.3 The child engages in voting as a method for group decision-making.	<p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p> <p>SS 2 Civics & Economics: <i>Follows rules, limits and expectations. Understands concepts of money and economics.</i></p> <p>SS 2a.3 Recognizes and attends to authority figures.</p> <p>SS 2a.4 Follows familiar rules, routines and helps make group</p>

	<p>decisions. Expresses feelings about fairness.</p> <p>SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p> <p>SS 2a.7 Identifies individual rights. Determines if rules support the common good.</p> <p>SS 2b.3 Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p> <p>SS 2b.6 Exchanges money, goods or services for other goods or services.</p> <p>SS b.7 Describes ways one might use money, goods or services.</p> <p>SS 3 Geography: <i>Identifies types of places and interacts with maps.</i></p> <p>SS 3.3 Identifies a variety of familiar places such as home, church, stores. Follows a path.</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p>SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p>
<u>VIII. FINE ARTS DOMAIN</u>	
A. Art	
PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED

PK4 Outcomes	Experience Curriculum Skills
<p>PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.</p>	<p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p>PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation.</p>	<p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and develops visual art techniques.</i> CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p>PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i> SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help. SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities. SED 1a.5 Takes risks and pushes self to accomplish new tasks independently. SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses his/her most desired option. SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>CA 3 Visual Arts: <i>Expresses through 2D and 3D visual art and</i></p>

	<p><i>develops visual art techniques.</i></p> <p>CA 3a.3 Explores a variety of artistic tools and media.</p> <p>CA 3a.4 Makes choices throughout the artistic process.</p> <p>CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b.3 Uses materials to create shapes and symbols.</p> <p>CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.</p> <p>CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
B. Music	
PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p>	<p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p> <p>CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p>

	<p>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
PK4.VIII.B.2 Child responds to different musical styles through movement and play.	<p>SS 1 Culture & Community: <i>Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p> <p>CA 1 Music: <i>Expresses through music. Develops rhythm and tone.</i></p> <p>CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p> <p>CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician.</p> <p>CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1b.3 Claps to beat (not always consistently). Understands difference between singing and speaking voices.</p> <p>CA 1b.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.</p> <p>CA 1b.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i></p> <p>CA 2a.3 Moves in own way to music and rhythm.</p>

	<p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
C. Dramatic Expression	
PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills
PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.	<p>LLD 6 Reading Comprehension: <i>Understands concepts of text. Retells, asks and answers questions about a text or story.</i></p> <p>LLD 6a.3 Talks about pictures and ideas in familiar stories.</p> <p>LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>LLD 6b.3 Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6b.4 Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>LLD 6b.5 Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p> <p>SS 1 Culture & Community: <i>Identifies community and family roles. Explores cultures and traditions. Respects diversity.</i></p> <p>SS 1a.3 Identifies familiar people and pets.</p> <p>SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p> <p>SS 1a.5 Identifies roles of self and others and describes the job each may do.</p>

	<p>SS 1b.3 Recognizes familiar symbols or artifacts of family traditions or customs.</p> <p>SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p> <p>SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p> <p>SS 1c.3 Identifies physical similarities and differences between self and others.</p> <p>SS 1c.4 Interacts respectfully with people who look, learn, believe or move differently than self.</p> <p>SS 1c.5 Asks questions about how others live, eat, play and believe.</p> <p>CA 4 Drama: <i>Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.</i></p> <p>CA 4a.3 Uses words, actions and props to pretend.</p> <p>CA 4a.4 Plays a role in group dramatic play.</p> <p>CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p> <p>CA 4b.4 Uses an object as a realistic replacement for a prop or real object.</p> <p>CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
IX. PHYSICAL DEVELOPMENT DOMAIN	
A. Gross Motor Development	
PK3 Outcomes	Experience Curriculum Skills
PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.	<p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i></p> <p>PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.</p> <p>PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p>

<p>PK3.IX.A.2 Child engages in movement sequences with adult support.</p>	<p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i> PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops movement techniques.</i> CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements. CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p>
PK4 Outcomes	Experience Curriculum Skills
<p>PK4.IX.A.1 Child demonstrates coordination and balance in isolation.</p>	<p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.</p>	<p>PD 1 Gross Motor: <i>Builds strength, coordination and balance of large muscles.</i> PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>CA 2 Dance & Movement: <i>Expresses through dance. Develops</i></p>

	<p><i>movement techniques.</i></p> <p>CA 2a.3 Moves in own way to music and rhythm.</p> <p>CA 2a.4 Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p>CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2b.3 Follows the movements of others. Explores personal space and direction.</p> <p>CA 2b.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
B. Fine–Motor Development	
PK3 Outcomes	Experience Curriculum Skills
<p>PK3.IX.B.1 Child experiments with a variety of fine motor tasks but may lack strength and control.</p>	<p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
<p>PK3.IX.B.2 Child shows emerging proficiency in tasks requiring eye-hand coordination.</p>	<p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.2 Makes random marks with writing tools. Make handprints or fingerprints.</p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters,</p>

	<p>especially those that are in own name. Draws and explains who or what it represents.</p> <p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p>
PK4 Outcomes	Experience Curriculum Skills
PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.	<p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.	<p>LLD 7 Writing: <i>Uses writing to represent meaning.</i></p> <p>LLD 7.3 Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an</p>

	<p>event or idea.</p> <p>PD 2 Fine Motor: <i>Builds strength and coordination of small movements.</i></p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p> <p>PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p>
C. Personal Safety and Health	
PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills
PK4.IX.C.1 Child practices good habits of personal safety.	<p>PD 3 Safety: <i>Demonstrates safe practices.</i></p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i></p> <p>PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.</p> <p>PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs.</p> <p>PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p>

<p>PK4.IX.C.2 Child practices good habits of personal health and hygiene.</p>	<p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i> PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.</p>
<p>PK4.IX.C.3 Child identifies good habits of nutrition and exercise.</p>	<p>PD 4 Personal Care: <i>Implements self-help routines for hygiene and dressing.</i> PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs. PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures. PD 4.6 Regulates personal needs for nutrition, activity and rest. When feeling sick, describes symptoms. Describes some contagious diseases. PD 4.7 Explains examples of Positive Choices in nutrition, exercise and rest to maintain wellness. Maintains personal hygiene with few reminders.</p> <p>PD 5 Nutrition: <i>Follows healthy nutrition routines.</i> PD 5.3 Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self. PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods.</p>
<p>X. TECHNOLOGY APPLICATIONS DOMAIN</p>	
<p>A. Technology and Devices</p>	

PK3 Outcomes	Experience Curriculum Skills
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
No PK3 outcomes for this domain of learning.	NO OUTCOME IS INCLUDED
PK4 Outcomes	Experience Curriculum Skills
PK4.X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.	SCI 4 Technology: <i>Uses tools and technology to perform tasks.</i> SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches. SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem. SCI 4.7 Identifies which tools can best help save time, solve a problem or increase enjoyment.
PK4.X.A.2 Child uses and names a variety of digital tools that support and enhance learning.	LLD 2 Communication (Expressive Language): <i>Uses verbal and nonverbal communication to express ideas . Uses conversational skills. Uses and expands vocabulary. Hears small units of sound.</i> LLD 2a.3 Communicates needs, desires and ideas. Asks and responds to questions. LLD 2a.4 Asks simple questions and stays on topic for two to three exchanges. LLD 2a.5 Tells stories and engages in conversations through multiple exchanges. LLD 2b.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words. LLD 2b.4 Speaks in sentences (with words, sign language) but does not always follow grammatical rules.

	<p>LLD 2c.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2c.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2b.5 Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p> <p>SCI 4 Technology: <i>Uses tools and technology to perform tasks.</i></p> <p>SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p> <p>SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p> <p>SCI 4.7 Identifies which tools can best help save time, solve a problem or increase enjoyment.</p>
<p>PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.</p>	<p>SED 1 Self-Awareness: <i>Knows self and increases confidence. Expresses curiosity, preference and initiative.</i></p> <p>SED 1a.3 Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.</p> <p>SED 1a.4 Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.</p> <p>SED 1a.5 Takes risks and pushes self to accomplish new tasks independently.</p> <p>SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people.</p> <p>SED 1b.3 Expresses likes and dislikes.</p> <p>SED 1b.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 1b.5 Takes initiative to pursue interests. Describes and compares preferences of self and others.</p> <p>SCI 4 Technology: <i>Uses tools and technology to perform tasks.</i></p> <p>SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>

	<p>SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p> <p>SCI 4.7 Identifies which tools can best help save time, solve a problem or increase enjoyment.</p>
PK4.X.A.4 Child uses technology to access appropriate information, with adult assistance.	<p>PD 3 Safety: <i>Demonstrates safe practices.</i></p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>SCI 4 Technology: <i>Uses tools and technology to perform tasks.</i></p> <p>SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p> <p>SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p> <p>SCI 4.7 Identifies which tools can best help save time, solve a problem or increase enjoyment.</p>
PK4.X.A.5 Child practices safe behavior while using digital tools and resources.	<p>PD 3 Safety: <i>Demonstrates safe practices.</i></p> <p>PD 3.3 Follows simple safety rules and avoids danger.</p> <p>PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help.</p> <p>PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>SCI 4 Technology: <i>Uses tools and technology to perform tasks.</i></p> <p>SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p> <p>SCI 4.4 Explores simple machines and interacts with simple electronic</p>

	<p>and screen toys.</p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p> <p>SCI 4.7 Identifies which tools can best help save time, solve a problem or increase enjoyment.</p>
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Developmental Continuum of Skills

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Primary	
Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
SED 1 Self-Awareness	SED 1a Knows self and expresses confidence	Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.	Responds to name and interacts with self in mirror. Recognizes self as being separate from others.	Names self and names basic body parts.	Identifies characteristics of self.	Describes thoughts and characteristics of self and expresses confidence in own abilities.	Identifies own strengths and personal talents.	Apply strengths to accomplish a task and exhibits pride in personal accomplishments.	Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset.
	SED 1b Expresses needs and preferences	Vocalizes or moves to express needs.	Seeks out or responds to favorite or preferred toys, objects or people.	Expresses likes and dislikes.	When given two to three options, chooses their most desired option.	Describes and compares preferences of self and others.	Expresses and advocates for one's needs or personal preferences.	Understands others might have different needs and preferences than self.	Expresses and advocates ways for self and others to both participate according to unique preferences and to attain differing wants.
	SED 1c Completes tasks independently	Reaches for a familiar object or toy.	Attempts to do a familiar task or explore objects independently.	Completes familiar tasks or activities independently. May still need adult support on occasion.	Expresses interest in planning or trying new or complex tasks and activities with help.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task or activity with a different approach.	Revisits and plans a familiar task and describes ways to improve results.	Predicts how self and others might be able to perform in a task and describes and plans what is needed to improve.
	SED 1d Identifies emotions	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Recognizes that feelings can change.	Identifies complex feelings and recognizes that they can have more than one feeling at the same time.	Identifies past, current and future feelings and explains when they might experience different feelings.	Anticipates an emotional response that may result from a given situation.
SED 2 Self-Regulation	SED 2a Manages feelings and behavior	Calms with support from caregiver.	Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.	Begins to use strategies to regulate emotions or behavior with support from familiar adult.	Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.	Independently chooses and uses a variety of strategies to regulate emotions or behavior.	Describes and demonstrates appropriate responses to different emotions and behaviors.	Describes strategies to calm oneself in new or stressful situations.	Applies strategies for managing own emotions and behaviors.
	SED 2b Follows routines and transitions	Reacts to changes in tone of voice or expression.	Participates in familiar routines and transitions with support.	Recognizes a familiar activity or routine and redirects to a new activity with support.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines. With support, negotiates ways to handle new routines or transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm oneself in new or stressful situations.	Adapts to new situations or routines quickly and with minimal stress.
SED 3 Social Relationships	SED 3a Develops relationships with adults	Recognizes, interacts with and responds to primary caregivers.	Stays close to and interacts with familiar adults for comfort and support.	Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.	Engages in positive back-and-forth interactions with new or familiar adults.	Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.	Identifies trusted adults in the community and describes when to seek help.	Describes characteristics of trusted adults and seeks help when needed.	Describes how trusted adults can provide support in various settings and how to build positive relationships.
	SED 3b Develops relationships with peers	Notifies, responds to and looks at peers.	Engages in simple interactions with peers.	Shows interest in interacting with peers and may demonstrate preference for specific peers.	Engages in interactions with peers and has preferred friends that they play with consistently.	Demonstrates connection with others and identifies similar interests as friends.	Describes personal friendships and meaningful relationships.	Describes characteristics of positive friendships and how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
	SED 3c Participates cooperatively in groups	Engages in simple social interactions, such as games like peek-a-boo.	Mimics actions of others.	Joins a group and participates in an activity when asked.	With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.	Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.	Identifies roles of self and others during group tasks or activities. Offers to help others.	Fulfills personal roles and responsibilities when working in a group.	Begins to use active listening and inclusion of other's ideas to support collaboration in a group setting.
	SED 3d Identifies and respects emotions of others	Adjusts behavior according to emotional or facial response of a familiar person.	Explores different facial expressions, such as in pictures.	Recognizes the emotions of others and demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion.	Identifies complex feelings of others and responds accordingly.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Seeks to understand and support others' feelings.	Demonstrates respect for others who have differing feelings and needs. Shows empathy to others.
SED 4 Problem-Solving	SED 4a Solves problems	Uses simple repeated actions or movements to solve a problem.	Explores how things work using repeated trial and error to solve a problem.	Recognizes a problem and asks for adult help to solve the problem.	Suggests and explores possible solutions to a problem with support from an adult.	Uses previous knowledge to determine which solution to try first when solving a problem.	Eliminates possible solutions to a problem by thinking through their potential results and consequences.	Explains the sequence of their problem solving strategy.	Solves problems by connecting personal experiences to possible solutions.
	SED 4b Responsible Decision-Making	Begins to recognize choices, such as reaching for a toy when multiple options are available.	Responds to simple guidance on safe and kind choices.	Identifies basic consequences of actions, such as "If I throw my toy, it might break".	With adult support, lists choices or solutions before making a decision.	Makes independent choices based on rules and fairness.	Considers others' feelings when making decisions.	Evaluates possible solutions and their consequences before acting.	Demonstrates responsible decision-making by applying past experiences to new situations.

Approaches to Learning	ATL 1 Attention & Persistence	ATL 1a Attends	Focuses for a short time on a person, sound or thing.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time with adult reminders.	Focuses on an engaging activity for a short period of time independently.	Sustains focus for at least five minutes, even if there are distractions.	Sustains focus for at least ten minutes, even if there are distractions.	Sustains focus for at least thirty minutes, even if there are distractions.	Sustains focus for forty-five minutes, even if there are distractions.
		ATL 1b Persists	Engages in a continued interaction or activity with a familiar object or adult.	Repeats actions to gain a result.	Asserts a desire to start or end a preferred activity. Asks for help as needed.	Practices or repeats an activity until successful. Expresses delight over a successful project.	Begins to persist on a challenging activity with teacher support.	Persists on a challenging activity independently.	With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence.	Plans steps to pursue an idea and implements it with persistence independently.
	ATL 2 Flexibility & Play	ATL 2a Shows flexibility	Shifts attention from one person or thing to another.	Shifts attention from one task to another with prompting and adult support.	With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.	With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.	Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.	Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.	Imagines new ways to approach a task or discover information when obstacles are present.	Demonstrates ability to fluently shift approaches within complex tasks independently.
		ATL 2b Engages in play	Explores and manipulates materials.	Entertains and plays by themselves without adult or child involvement.	Watches others play and plays side by side with another person.	Joins a group and participates in group play. May have different purposes of play.	Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.	Engages in social play and creates goals and scenarios that involve creative problem-solving.	With adult support, plays games or activities with complex rules.	Plays games or activities with others that have complex rules. May create own rules to games.
Physical Development	PD 1 Gross Motor	PD 1 Builds strength, coordination and balance of large muscles	Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.	Walks and climbs. Carries, drags, kicks and tosses objects.	Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.	Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.	Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
	PD 2 Fine Motor	PD 2 Builds strength and coordination of small movements	Reaches for objects in sight and uses hands or feet to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.	Opens, closes, stacks, twists and pulls objects with one or both hands.	Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.	Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.	Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, such as fabric or cardstock.	Manipulates objects of all sizes with speed and accuracy.
	PD 3 Safety	PD 3 Demonstrates safe practices	Reacts to unexpected noises, lights or sights.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations and how to behave accordingly. Describes how to get help.	Takes appropriate initiative in dangerous and emergency situations.
	PD 4 Personal Care	PD 4a Implements self-care routines including rest, toileting, handwashing, exercise and dressing	Cries or moves body when physical needs are not met.	Begins to participate in self-care activities and recognizes the difference between dirty and clean.	With help, participates in self-care routines.	Recognizes personal needs and how to get them met and implements with adult support.	Meets most personal and hygiene needs when prompted by an adult.	Maintains personal needs and proper hygiene with occasional reminders.	Independently maintains personal and hygiene needs.	Explains how to manage health and role of exercise and rest in self and others.
		PD 4b Understands bodily functions	Explores body parts, such as hands and feet.	Points to body parts when prompted.	Identifies basic body parts.	Describes the function of basic body parts. Can locate body pain.	Explains how germs spread and describes simple strategies for preventing the spread.	When feeling sick, describes symptoms. Describes some contagious diseases.	Identifies basic organs.	Describes the functions of basic organs.
	PD 5 Nutrition	PD5 Follows healthy nutrition routines	Cries when hungry.	Communicates the need to eat and feeds self some finger foods.	Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.	Identifies food and serves a portion into a bowl or plate and feeds self.	Identifies food groups, sorts food and identifies food that is nutritious	Describes how nutritious food helps the body grow and develop and helps to prepare food.	Describes what happens after the consumption of food.	Prepares simple food for self.

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Language & Literacy Development	LLD 1 Listening	LLD 1a Understands and interprets language	Turns head toward the person speaking.	Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.	Shows understanding of a wide variety of phrases and sentences.	Listens, then responds appropriately.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why.	Shows understanding about key details from information or stories shared verbally.	Listens to gather new information and demonstrates understanding.
		LLD 1b Follows directions	Responds to speaking in the environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions given verbally.	Responds to verbal statements that have implied directions or requests.
	LLD 2 Communication	LLD 2a Uses language to express information and ask/answer questions	Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas or asks simple questions.	Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.	Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.	Explains personal thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics.	Uses expression, tone and pacing to reinforce the meaning of what they are communicating.
		LLD 2b Uses conversational skills	Responds with babbles or sounds with prompting.	Responds to one exchange, but is not on topic.	Responds on topic for one exchange.	Stays on topic for two to three exchanges.	Engages in conversations through multiple exchanges.	Initiates conversation with adults and peers.	Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.	Asks for clarification about information or topics that occur during a conversation.
		LLD 2c Uses sentence structure	Mimics single sounds.	Communicates using one- to two-word sentences.	Communicates using two- to four-word sentences.	Communicates in sentences. May not always follow grammatical rules.	Communicates in simple, complete sentences.	Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
		LLD 2d Uses and expands vocabulary	Uses sounds and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places and objects. Asks what a specific person or object is called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
	LLD 3 Phonological Awareness	LLD 3a Rhyme	Listens to and moves to rhyming songs.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme.	Produces rhyming words when given a word.	Rhymes with real and nonsensical words.	Independently identifies and repeats rhyming word pairs from a poem or song.	Creates an original rhyming song or poem.
		LLD 3b Hears Large Units of Sound	Babbles and vocalizes using sound, volume and inflection.	Repeats words or short sentences.	Shows awareness of separate words in spoken language.	Blends large units of sound, such as compound words, syllables or onset-rime.	Segments large units of sound, such as compound words, syllables or onset-rime.	Deletes large units of sound.	Substitutes large units of sound.	Manipulates, blends, substitutes and deletes large units of sound.
		LLD 3c Hears Small Units of Sound	Coos and makes sounds such as “oo” and “ah.”	Imitates or repeats sounds and tones.	Engages in word and sound play through songs and games.	Identifies and produces words that have the same beginning sound.	Identifies the end sound of a word and blends two-phoneme words.	Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.	Segments phonemes in words.	Substitutes and deletes phonemes in words.
	LLD 4 Alphabetic Knowledge	LLD 4 Identifies letters, makes letter-sound connections and decodes words	Explores books and toys with letters and related images.	Participates in letter songs and activities.	Recognizes the first letter and letter sound in their name.	Identifies five to ten upper- and lowercase letters and letter sounds.	Identifies eleven to twenty upper- and lowercase letters and letter sounds.	Identifies all upper- and lowercase letters and letter sounds.	Decodes words with long and short vowel sounds, digraphs and blends with increasing automaticity.	Applies phonics strategies and word analysis skills to decode words, such as irregular high-frequency and unfamiliar words with increasing automaticity.
	LLD 5 Concepts of Print	LLD 5 Uses print concepts and explores books and other text	Opens and closes books, looks at them and points to pictures.	Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.	Distinguishes between pictures and words. Identifies the front and back cover.	Distinguishes between letters and words. Indicates where to start reading on a page.	Identifies some punctuation and recognizes spaces between words.	Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Identifies and uses text features to find information in texts.
	LLD 6 Reading Comprehension	LLD 6a Responds to text	Interacts by reaching for or patting when a book is read.	Chooses and holds a book and looks intently at each page.	Talks about pictures and ideas in familiar stories.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from their own life.	With support, compares similarities between two texts.	Makes many text-to-text, text-to-self and text-to-real-world connections. Compares similarities and differences between texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
		LLD 6b Retells, asks and answers questions about a text or story	Looks at and listens to books read aloud by an adult.	With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories.	Identifies the characters and setting in a story.	Retells portions of a story using pictures, gestures or props.	With prompting, answers simple questions about the characters, setting and events in a story and retells a story.	Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.	Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details.	Summarizes texts and their messages. Describes the points of view of various characters.
	LLD 7 Writing	LLD 7a Emergent Writing	With adult support, makes a mark with a writing tool or other material.	Makes random marks or draws with writing tools.	Marks or scribbles. Begins to make letter-like forms.	Writes letter-like forms or mock letters and letter strings from left to right.	Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.	Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.	Writes simple sentences. Begins to use conventional spelling.	Writes simple and compound sentences. Uses punctuation. Checks and corrects spelling.
		LLD 7b Uses writing to represent meaning	Explores various tools used to write.	Makes handprints or fingerprints with adults.	Scribbles or draws marks as a representation of an object or person.	Uses a combination of drawing, dictating and writing to explain who or what something represents.	Uses a combination of drawing, dictating and writing to record an event or idea.	Draws and writes to express ideas or share an opinion.	Writes to give information about a topic, including some facts. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

<div> <div>Mathematics</div> <div> </div> </div>	M 1 Number Sense	M 1a Verbally counts numbers	Listens to counting songs and chants.	Says or sings random numbers, may be out of order.	Verbally counts to five.	Verbally counts to ten.	Verbally counts to twenty.	Verbally counts to 100 by ones and tens. Counts forward from a given number.	Verbally counts in sequence to 120 from a given number.	Verbally counts by fives, tens and hundreds to 1000.
		M 1b Identifies and writes numerals	Sees numbers in everyday context.	Begins to identify numbers. Identifies the numeral 1.	Identifies numerals up to five.	Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.	Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.	Identifies numerals up to fifty. Writes numerals up to twenty.	Identifies numerals to 100 and understands place value for two- to three-digit numbers.	Identifies and writes numerals to 1000. Understands place value for three- to four-digit numbers.
		M 1c Counting one-to-one, and composing and decomposing numbers	Points to objects.	Uses one-to-one correspondence to match objects or pictures.	Points to one object at a time while counting up to five.	Counts up to ten objects and indicates that the last number counted tells how many objects were counted.	Count up to twenty objects and indicates that the last number counted tells how many objects were counted.	Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.	Identifies the number combinations that add up to five.	Decomposes numbers less than or equal to ten in more than one way.
		M 1d Number Quantities and Comparison	Looks for an object that is taken out of sight.	Recognizes amounts up to two without counting.	Recognizes amounts up to three without counting.	Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.	Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.	Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.	Uses the concept of a number line to compare which numbers are closer to each other.	Uses place value to compare numbers.
		M 1e Addition and Subtraction	Watches an adult add or take away toys.	Adds to and removes objects from a group as prompted.	Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.	Adds and subtracts by adding to or removing objects and recounting to find the total up to five.	Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.	Adds and subtracts by counting on or counting up to for totals up to ten.	Uses addition and subtraction strategies to solve problems with totals up to twenty.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	M 2 Spatial Awareness	M 2a Understands how objects move in space	Tries to put one object inside another.	Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Moves objects to assemble a whole, such as simple puzzles with prompting.	Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.	Creates complex pictures or objects by putting together or taking apart shapes.	Determines when shapes have been slid, turned or flipped and describes the translation.
		M 2b Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	Finds or places objects next to, between, in front of or behind self.	When prompted, places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects.	Uses representations, coordinates systems and maps to identify locations of objects or places.
	M 3 Shapes	M 3 Identifies shapes and their characteristics	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies one to three two-dimensional shapes.	Identifies four to six two-dimensional shapes.	Identifies sides and angles or "corners" of shapes and uses materials to construct a shape when given a target shape to view.	Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or "corners" and recognizes shapes regardless of orientation.	Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes.	Separates a shape into halves, thirds and fourths.
	M 4 Measurement	M 4a Measures and Estimates	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger when given two to three objects.	Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.	Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
		M 4b Compares and Orders	Picks up and puts down objects.	Places objects in a row in any order.	Compares and orders two to three objects. Identifies the first object.	Compares and orders up to five objects. Describes order using words like first, second and third.	Compares and orders up to ten objects. Describes order using words like first to tenth.	Orders objects by one feature, then reorders using a different feature. Orders events in time.	Compares objects by using a measuring tool, then orders.	Compares and explains how much longer one object is than another using standard units of measurement.
	M 5 Patterns	M 5 Copies, Creates, and Extends Patterns	Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.	Notifies things that repeat in the environment.	Fills in the missing piece of an AB pattern.	Copies, creates and extends AB patterns.	Fills in the missing piece of complex patterns, such as ABC or AABB.	Copies, creates and extends complex patterns, such as ABC or AABB.	Identifies the smallest unit of a pattern, such as AAB as the smallest unit of the pattern AABAABAAAB.	Develops and explains own formula for creating a variety of patterns.
	M 6 Classification	M 6 Sorts and graphs	Notifies when two objects are similar in some way.	Creates groups of objects by common characteristics but may be mixed or inconsistent.	Sorts objects by one feature.	After sorting objects by one feature, sorts again by a different feature	Sorts objects by more than one feature and explains why.	Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.	Gathers, represents and answers questions about objects or data in three categories.	Gathers, represents and answers questions about objects or data in four categories.

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 Science	SCI 1 Investigation & Inquiry	SCI 1a Asks questions and makes predictions	Looks for a person or toy that has moved out of sight.	Asks simple questions about a familiar environment through words or gestures.	Begins to understand how things are connected and asks more complex questions about a familiar environment.	When given a question, guesses a possible answer or outcome.	Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Uses prior knowledge and gathered information to make predictions about a scientific phenomenon. Makes hypotheses about scientific phenomena with teacher support.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times.
		SCI 1b Observes, describes and records	Uses senses to explore environment.	Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.	Begins to observe, describe and record a simple scientific phenomenon with teacher support.	Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.	Observes, describes and records a scientific phenomenon.	Gathers information or experiments to prove/disprove a prediction.	Records findings in charts or diagrams and explains one's problem-solving strategy.	Records and discusses observations and evaluates information to explain a phenomenon or prove/disprove a hypothesis.
	SCI 2 Natural & Earth Science	SCI 2a Understands living and nonliving things	Explores immediate environment using senses.	Plays with natural materials and reacts to animals or plants in the immediate environment.	Identifies familiar natural materials, animals or plants and groups them by common characteristics.	Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.	Describes the characteristics of living things, sorts objects by living and nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by complex features.	Describes how a living thing's features and surroundings help it survive.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species.
		SCI 2b Demonstrates knowledge of Earth's environment	Reacts to weather changes in immediate environment.	Points to and notices natural elements, such as clouds, rain and wind.	Recognizes day and night. Notices changes in temperature and weather.	Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.
	SCI 3 Physical Science	SCI 3a Explores forces and motion	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how vehicles, animals or people move.	Experiments with and explores invisible forces, such as ramps and magnets.	Experiments and compares the movements of various objects and materials on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Explains how force is used to change the direction of moving objects.
		SCI 3b Explores the physical properties of materials	Uses senses to explore objects in an immediate environment.	Reacts to changes in texture, temperature, smell, sound or sight.	Begins to name colors.	Describes basic physical properties of objects, such as textures and colors.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gas.	Describe how materials change between different states of matter.
	SCI 4 Technology	SCI 4 Uses tools and technology to perform tasks	Explores simple toys.	Begins to use simple toys purposefully.	Explores movable parts on toys.	Explores simple tools or interacts with simple types of technology.	Experiments with tools or technology to solve problems or accomplish tasks.	Uses familiar tools or technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools or technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.
 Social Studies	SS 1 Culture & Community	SS 1a Identifies community and family roles	Responds to and recognizes primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features of different communities and how these features impact roles and responsibilities.
		SS 1b Explores and respects cultures and traditions	Listens to stories or music related to cultures and traditions.	Participates in activities related to cultures or traditions.	Recognizes familiar symbols or artifacts of traditions or customs.	Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.	Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.	Explains the meaning and importance of traditions or customs of other people.	Compares diverse cultures or traditions.	Names influential people or events that have impacted familiar cultures and traditions.
		SS 1c Respects diversity	Sees diverse features of people in books, toys or media.	Explores people and their features, either in person or in pictures.	Identifies similarities and differences between self and others.	Respectfully participates in activities with others different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Explains and celebrates how individuals, families or cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look different and have differing abilities or traditions.
	SS 2 Civics & Economics	SS 2a Follows rules, limits and expectations	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to adults to hear rules, routines and expectations.	Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government, such as local, state and national. Makes democratic decisions.
		SS 2b Understands concepts of money and economics	Reaches for desired objects.	Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.	Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade.	Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money.	Explores the use of trade of both goods and money to receive/buy objects or services.	Exchanges money, goods or services for other goods or services. Identifies value of differing coins.	Describes how and why we save, earn and spend money.	Explains how and why people work together in trade to get what they need and want. Explains why some items are more expensive or valuable.
	SS 3 Geography	SS 3a Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places in own community.	Identifies different types of water bodies, streets, buildings or landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of one's community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		SS 3b Interacts with maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols or landmarks.	Identifies what is represented on a map and draws pictures of current location.	Recreates a map of something they cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
	SS 4 History & Sense of Time	SS 4 Develops sense of time	Focuses on interactions with others for a short time.	Indicates the beginning or ending of an event	Describes events as they happen. Uses words such as "first" and "then."	Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

Creative Arts	CA 1 Music	CA 1a Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
		CA 1b Develops rhythm	Responds to rhythm.	Responds to changes in rhythm.	Claps to beat. May not always be consistent.	Claps along to simple rhythm patterns.	Repeats simple rhythm patterns.	Creates simple rhythm patterns.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation.	Maintains rhythm in various meter groupings.
		CA 1c Develops tone	Responds to sounds.	Responds to changes in sound, volume or melody.	Understands the difference between singing and speaking voices.	Controls voice to mimic the melodic direction.	Hears the change of musical phrases in a song. Sings along to familiar songs.	Controls pitch when singing a familiar song.	Matches vocal pitch in a limited range.	Participates in call-and-response and two-part rounds.
	CA 2 Dance & Movement	CA 2a Expresses through dance	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements.	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.
		CA 2b Develops movement techniques	Moves body in a variety of ways.	Moves body purposely such as by swaying or bouncing to music.	Follows the movements of others. Explores personal space and direction.	Demonstrates multiple ways to move body parts. Moves to the beat.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of two or three movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.
	CA 3 Visual Arts	CA 3a Expresses through 2D and 3D visual art	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Explores a variety of artistic tools and media.	Makes choices throughout the artistic process.	Plans, designs and seeks materials to make a creation.	Creates art to represent an idea or object. Explains how it was made.	Creates art to express ideas, thoughts and feelings.	Creates art and explains why and how they chose specific materials and techniques.
		CA 3b Develops visual art techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Uses materials to create shapes or symbols.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.
	CA 4 Drama	CA 4a Participates in dramatic and symbolic play	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.
		CA 4b Uses and creates props to represent other objects or ideas	Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses an object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Uses a combination of real and imaginary props or characters to play out multiple scenes or events.	With adult support, plans a story and creates costumes, settings or props to create a mood or environment.	Plans a story and creates costumes, settings or props to create a mood or environment.

Skill Code/Skill		Sub-Skill Code/Definition	Pre-Production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
Second Language Acquisition	SLA 1 Approach to second language acquisition	SLA 1a Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
	SLA 1 Approach to second language acquisition	SLA 1b Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meaning of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
	SLA 1 Approach to second language acquisition	SLA 1c Demonstrates use of varied vocabulary in target language	Uses cues and gestures to understand interactions in target language.	Repeats often heard words in target language.	Uses social vocabulary to actively communicate and participate in the target language. Begins to use academic vocabulary in the target language.	Asks questions in target language to clarify meaning of idioms and complex interactions. Uses more advanced academic vocabulary in the target language.	Uses context clues and resources to clarify any misunderstandings.
	SLA 2 Comprehension of second language	SLA 2a Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words, phrases and questions in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, shares opinions and engages in discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
	SLA 2 Comprehension of second language	SLA 2b Demonstrates use of words and sentence structure of target language	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.