

The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
**Illinois Early Learning and Development
Standards for Preschool**

For Preschool 3 YEARS OLD TO KINDERGARTEN ENROLLMENT AGE

Illinois Early Learning
and Development
Standards

References



Illinois Early Learning Council. (2013). *Illinois early learning and development standards for preschool*. Springfield, IL: Author. Retrieved from <http://illinoisearlylearning.org/ields/ields.pdf>

Illinois Early Learning and Development Standards for Preschool	Vine Assessments by LifeCubby
Language Arts	Vine Indicators
Goal 1: Demonstrate increasing competence in oral communication (listening and speaking).	
Standard 1.A: Demonstrate understanding through age-appropriate responses.	
1.A.ECa Follow simple one-, two- and three-step directions.	<p>LC 7-1 Develops Receptive Communication</p> <p><u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p> <p><u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations</p>
1.A.ECb Respond appropriately to questions from others.	<p>LC 7-6 Learns Conversation Structure</p> <p><u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact</p> <p><u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
1.A.ECc Provide comments relevant to the context.	<p>LC 7-2 Develops Expressive Communication</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
1.A.ECd Identify emotions from facial expressions and body language.	<p>SED 3-1 Expresses Emotion</p> <p><u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p><u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)</p>
Standard 1.B: Communicate effectively using language appropriate to the situation and audience.	
1.B.ECa Use language for a variety of purposes.	<p>LC 7-2 Develops Expressive Communication</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>

<p>1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.</p>	<p>LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
<p>1.B.ECc Continue a conversation through two or more exchanges.</p>	<p>LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
<p>1.B.ECd Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).</p>	<p>LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas</p>
<p>Standard 1.C: Use language to convey information and ideas.</p>	
<p>1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.</p>	<p>LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>
<p>Standard 1.D: Speak using conventions of Standard English.</p>	
<p>1.D.ECa With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.</p>	<p>LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
<p>1.D.ECb Speak using age-appropriate conventions of Standard English grammar and usage.</p>	<p>LC 7-5 Expands Grammar and Pronunciation</p>

	<p>3-Year Old: Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)</p> <p>Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
1.D.ECc Understand and use question words in speaking.	<p>LC 7-5 Expands Grammar and Pronunciation</p> <p>3-Year Old: Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)</p> <p>Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>
Standard 1.E: Use increasingly complex phrases, sentences, and vocabulary.	
1.E.ECa With teacher assistance, begin to use increasingly complex sentences.	<p>LC 7-2 Develops Expressive Communication</p> <p>3-Year Old: Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p>Pre-K: Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.	<p>LC 7-4 Expands Vocabulary</p> <p>3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p>Pre-K: Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>
1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences.	<p>LC 7-4 Expands Vocabulary</p> <p>3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words</p> <p>Pre-K: Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>
1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).	<p>LC 7-5 Expands Grammar and Pronunciation</p> <p>3-Year Old: Can rhyme words (i.e., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)</p> <p>Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate</p>

<p>1.E.ECe With teacher assistance, use adjectives to describe people, places, and things.</p>	<p>LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)</p>
<p>Goal 2: Demonstrate understanding and enjoyment of literature.</p>	
<p>Standard 2.A: Demonstrate interest in stories and books.</p>	
<p>2.A.ECa Engage in book-sharing experiences with purpose and understanding.</p>	<p>LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
<p>2.A.ECb Look at books independently, pretending to read.</p>	<p>LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
<p>Standard 2.B: Recognize key ideas and details in stories.</p>	
<p>2.B.ECa With teacher assistance, ask and answer questions about books read aloud.</p>	<p>LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
<p>2.B.ECb With teacher assistance, retell familiar stories with three or more key events.</p>	<p>LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed</p>

	left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
2.B.ECc With teacher assistance, identify main character(s) of the story.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Standard 2.C: Recognize concepts of books.	
2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
2.C.ECb Identify the front and back covers of books and display the correct orientation of books and page-turning skills.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
2.C.ECc With teacher assistance, describe the role of an author and illustrator.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Standard 2.D: Establish personal connections with books.	
2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed

	left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Goal 3: Demonstrate interest in and understanding of informational text.	
Standard 3.A: Recognize key ideas and details in nonfiction text.	
3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
3.A.ECb With teacher assistance, retell detail(s) about main topic in a nonfiction book.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Standard 3.B: Recognize features of nonfiction books.	
3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Goal 4: Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	

Standard 4.A: Demonstrate understanding of the organization and basic features of print.	
4.A.ECa Recognize the differences between print and pictures.	<p>LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
4.A.ECb Begin to follow words from left to right, top to bottom, and page by page.	<p>LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
4.A.ECc Recognize the one-to-one relationship between spoken and written words.	<p>LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
4.A.ECd Understand that words are separated by spaces in print.	<p>LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
4.A.ECe Recognize that letters are grouped to form words.	<p>LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes</p>
4.A.ECf Differentiate letters from numerals.	<p>LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print</p>
Standard 4.B: Demonstrate an emerging knowledge and understanding of the alphabet.	

4.B.ECa With teacher assistance, recite the alphabet.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
Standard 4.C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	
4.C.ECa Recognize that sentences are made up of separate words.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
4.C.ECb With teacher assistance, recognize and match words that rhyme.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
4.C.ECc Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
4.C.ECd With teacher assistance, isolate and pronounce the initial sounds in words.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
4.C.ECe With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)

4.C.ECf With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
4.C.ECg With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
Standard 4.D: Demonstrate emergent phonics and word-analysis skills.	
4.D.ECa Recognize own name and common signs and labels in the environment.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
4.D.ECb With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
4.D.ECc With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	
Standard 5.A: Demonstrate growing interest and abilities in writing.	
5.A.ECa Experiment with writing tools and materials.	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
5.A.ECb Use scribbles, letterlike forms, or letters/words to represent written language.	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written” <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple

	words from classroom labels and other materials; shows awareness that a word is made up of letters
5.A.ECc With teacher assistance, write own first name using appropriate upper/ lowercase letters.	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
Standard 5.B: Use writing to represent ideas and information.	
5.B.ECa With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
5.B.ECb With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
5.B.ECc With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>
Standard 5.C: Use writing to research and share knowledge.	
5.C.ECa Participate in group projects or units of study designed to learn about a topic of interest.	<p>SED 6-3 Cooperates with Peers</p> <p><u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns</p> <p><u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
	<p>ATL 1-2 Develops Memory</p> <p><u>3-Year Old:</u> Recalls some elements of a story</p>

5.C.ECb With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.	<u>Pre-K:</u> Recalls part or all of a story, including characters and main events
	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>

Mathematics	
Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	
Learning 6.A: Demonstrate beginning understanding of numbers, number names, and numerals.	
6.A.ECa Count with understanding and recognize “how many” in small sets up to 5.	<p>CM 10-1 Begins Counting</p> <p><u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence</p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
6.A.ECb Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.	<p>CM 10-2 Builds and Observes Sets</p> <p><u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets</p> <p><u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p>
6.A.ECc Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”.	<p>CM 11-1 Learns Measurement and Quantities</p> <p><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p>
6.A.ECd Connect numbers to quantities they represent using physical models and informal representations.	<p>CM 11-1 Learns Measurement and Quantities</p> <p><u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> <p><u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map</p>

6.A.ECe Differentiate numerals from letters and recognize some single-digit written numerals	<p>CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p>
6.A.ECf Verbally recite numbers from 1 to 10.	<p>CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
6.A.ECg Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?”	<p>CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
Standard 6.B: Add and subtract to create new numbers and begin to construct sets.	
6.B.ECa Recognize that numbers (or sets of objects) can be combined or separated to make another number.	<p>CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p>
6.B.ECb Show understanding of how to count out and construct sets of objects of a given number up to 5	<p>CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p>
6.B.ECc Identify the new number created when small sets (up to 5) are combined or separated.	<p>CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p>
6.B.ECd Informally solve simple mathematical problems presented in a meaningful context.	<p>CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p>
6.B.ECe Fairly share a set of up to 10 items between two children.	<p>CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p>

Standard 6.C: Begin to make reasonable estimates of numbers.	
6.C.ECa Estimate number of objects in a small set.	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
Standard 6.D: Compare quantities using appropriate vocabulary terms.	
6.D.ECa Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice.	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
6.D.ECb Describe comparisons with appropriate vocabulary, such as "more", "less", "greater than", "fewer", "equal to", or "same as".	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
Goal 7: Explore measurement of objects and quantities.	
Standard 7.A: Measure objects and quantities using direct comparison methods and nonstandard units.	
7.A.ECa Compare, order, and describe objects according to a single attribute.	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
7.A.ECb Use nonstandard units to measure attributes such as length and capacity.	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
7.A.ECc Use vocabulary that describes and compares length, height, weight, capacity, and size.	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
7.A.ECd Begin to construct a sense of time through participation in daily activities.	SS 16-2 Understands Time <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year

Standard 7.B: Begin to make estimates of measurements.	
7.B.ECa Practice estimating in everyday play and everyday measurement problems.	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
Standard 7.C: Explore tools used for measurement.	
7.C.ECa With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
7.C.ECb Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.	CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
Goal 8: Identify and describe common attributes, patterns, and relationships in objects.	
Standard 8.A: Explore objects and patterns.	
8.A.ECa Sort, order, compare, and describe objects according to characteristics or attribute(s).	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
8.A.ECb Recognize, duplicate, extend, and create simple patterns in various formats.	CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)
Standard 8.B: Describe and document patterns using symbols.	

8.B.ECa With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.	<p>CM 11-2 Understands Patterns</p> <p><u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p> <p><u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)</p>
Goal 9: Explore concepts of geometry and spatial relations.	
Standard 9.A: Recognize, name, and match common shapes.	
9.A.ECa Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).	<p>CM 12-1 Learns Shapes & Sizes</p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
9.A.ECb Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).	<p>CM 12-1 Learns Shapes & Sizes</p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
9.A.ECc Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.	<p>CM 12-1 Learns Shapes & Sizes</p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
9.A.ECd Combine two-dimensional shapes to create new shapes.	<p>CM 12-1 Learns Shapes & Sizes</p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
9.A.ECe Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).	<p>CM 12-1 Learns Shapes & Sizes</p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
Standard 9.B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.	
9.B.ECa Show understanding of location and ordinal position.	<p>CM 10-1 Begins Counting</p> <p><u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10</p>
9.B.ECb Use appropriate vocabulary for identifying location and ordinal position.	<p>CM 12-2 Develops Spatial Awareness</p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket</p>

Goal 10: Begin to make predictions and collect data information.	
Standard 10.A: Generate questions and processes for answering them.	
10.A.ECa With teacher assistance, come up with meaningful questions that can be answered through gathering information.	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
10.A.ECb Gather data about themselves and their surroundings to answer meaningful questions.	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Standard 10.B: Organize and describe data and information.	
10.B.ECa Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
10.B.ECb Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
Standard 10.C: Determine, describe, and apply the probabilities of events.	
10.C.ECa Describe likelihood of events with appropriate vocabulary, such as "possible", "impossible", "always", and "never".	CS 14-2 Makes Predictions <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)

Science	
Goal 11: Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	
Standard 11.A: Develop beginning skills in the use of science and engineering practices, such as	

observing, asking questions, solving problems, and drawing conclusions.	
11.A.ECa Express wonder and curiosity about their world by asking questions, solving problems, and designing things.	<p>CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
11.A.ECb Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.	<p>CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p>
11.A.ECc Plan and carry out simple investigations.	<p>CS 14-3 Makes Plans <u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan</p>
11.A.ECd Collect, describe, compare, and record information from observations and investigations.	<p>CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p>
11.A.ECe Use mathematical and computational thinking.	<p>CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p>
11.A.ECf Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.	<p>CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p>
11.A.ECg Generate explanations and communicate ideas and/or conclusions about their investigations.	<p>CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p>
Goal 12: Explore concepts and information about the physical, earth, and life sciences.	
Standard 12.A: Understand that living things grow and change.	

12.A.ECa Observe, investigate, describe, and categorize living things.	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
12.A.ECb Show an awareness of changes that occur in oneself and the environment.	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
Standard 12.B: Understand that living things rely on the environment and/or others to live and grow.	
12.B.ECa Describe and compare basic needs of living things.	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
12.B.ECb Show respect for living things.	<p>CS 15-2 Develops an Understanding of and Care for the Natural World</p> <p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things</p>
Standard 12.C: Explore the physical properties of objects.	
12.C.ECa Identify, describe, and compare the physical properties of objects.	<p>CS 13-1 Explores Objects</p> <p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses</p>
12.C.ECb Experiment with changes in matter when combined with other substances.	<p>CS 15-1 Explores the Natural Environment</p> <p><u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things</p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
Standard 12.D: Explore concepts of force and motion.	

12.D.ECa Describe the effects of forces in nature.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
12.D.ECb Explore the effect of force on objects in and outside the early childhood environment.	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Standard 12.E: Explore concepts and information related to the Earth, including ways to take care of our planet.	
12.E.ECa Observe and describe characteristics of earth, water, and air.	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
12.E.ECb Participate in discussions about simple ways to take care of the environment.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Standard 12.F: Explore changes related to the weather and seasons.	
12.F.ECa Observe and discuss changes in weather and seasons using common vocabulary.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Goal 13: Understand important connections and understandings in science and engineering.	
Standard 13.A: Understand rules to follow when investigating and exploring.	
13.A.ECa Begin to understand basic safety practices one must follow when	PMP 20-2 Learns Safety Rules

exploring and engaging in science and engineering investigations.	<u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Standard 13.B: Use tools and technology to assist with science and engineering investigations.	
13.B.ECa Use nonstandard and standard scientific tools for investigation.	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
13.B.ECb Become familiar with technological tools that can aid in scientific inquiry.	CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how "swiping" and "clicking" work on an ipad or tablet <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet

Social Studies	
Goal 14: Understand some concepts related to citizenship.4	
Standard 14.A: Understand what it means to be a member of a group and community.	
14.A.ECa Recognize the reasons for rules in the home and early childhood environment and for laws in the community.	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
14.A.ECb Contribute to the well-being of one's early childhood environment, school, and community.	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Standard 14.C: Understand ways groups make choices and decisions.	
14.C.ECa Participate in voting as a way of making choices.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language

Standard 14.D: Understand the role that individuals can play in a group or community.	
14.D.ECa Develop an awareness of what it means to be a leader.	<p>ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p> <p>SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
14.D.ECb Participate in a variety of roles in the early childhood environment.	<p>ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
Goal 15: Explore economic systems and human interdependence.	
Standard 15.A: Explore roles in the economic system and workforce.	
15.A.ECa Describe some common jobs and what is needed to perform those jobs.	<p>SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>
15.A.ECb Discuss why people work.	<p>SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures</p>
Standard 15.B: Explore issues of limited resources in the early childhood environment and world.	
15.B.ECa Understand that some resources and money are limited.	<p>SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions</p>
Standard 15.D: Explore concepts about trade as an exchange of goods or services.	
15.D.ECa Begin to understand the use of trade or money to obtain goods and services.	<p>SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain</p>

	goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
Goal 16: Develop an awareness of the self and his or her uniqueness and individuality.	
Standard 16.A: Explore his or her self and personal history.	
16.A.ECa Recall information about the immediate past.	SS 16-2 Understands Time <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year
16.A.ECb Develop a basic awareness of self as an individual.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
Goal 17: Explore geography, the child's environment, and where people live, work, and play.	
Standard 17.A: Explore environments and where people live.	
17.A.ECa Locate objects and places in familiar environments.	SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
17.A.ECb Express beginning geographic thinking.	SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
Goal 18: Explore people and families.	
Standard 18.A: Explore people, their similarities, and their differences.	
18.A.ECa Recognize similarities and differences in people.	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
Standard 18.B: Develop an awareness of self within the context of family.	
18.B.ECa Understand that each of us belongs to a family and recognize that families vary.	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work

	<u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
--	--

Physical Health and Development	
Goal 19: Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	
Standard 19.A: Demonstrate physical competency and control of large and small muscles.	
19.A.ECa Engage in active play using gross- and fine-motor skills.	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</p> <p><u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p> <p><u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p>
19.A.ECb Move with balance and control in a range of physical activities.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p> <p><u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot</p>
19.A.ECc Use strength and control to accomplish tasks.	<p>PMP 17-5 Develops Large Motor Coordination Skills</p> <p><u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p> <p><u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p>
19.A.ECd Use eye-hand coordination to perform tasks.	<p>PMP 18-2 Develops Fine Hand-Eye Coordination</p> <p><u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads</p> <p><u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard</p>
19.A.ECe Use writing and drawing tools with some control.	<p>LKS 9-1 Develops Emergent Writing</p> <p><u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was "written"</p> <p><u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters</p>

Standard 19.B: Demonstrate awareness and coordination of body movements.	
19.B.ECa Coordinate movements to perform complex tasks.	<p>PMP 17-5 Develops Large Motor Coordination Skills</p> <p><u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p> <p><u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p>
19.B.ECb Demonstrate body awareness when moving in different spaces.	<p>PMP 17-1 Develops Perception & Balance</p> <p><u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p> <p><u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot</p>
19.B.ECc Combine large motor movements with and without the use of equipment.	<p>PMP 17-5 Develops Large Motor Coordination Skills</p> <p><u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors</p> <p><u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps</p>
Standard 19.C: Demonstrate knowledge of rules and safety during activity.	
19.C.ECa Follow simple safety rules while participating in activities.	<p>PMP 20-2 Learns Safety Rules</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p>
Goal 20: Develop habits for lifelong fitness.	
Standard 20.A: Achieve and maintain a health-enhancing level of physical fitness.	
20.A.ECa Participate in activities to enhance physical fitness.	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</p> <p><u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p> <p><u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p>
20.A.ECb Exhibit increased levels of physical activity.	<p>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</p> <p><u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest</p> <p><u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise</p>

Goal 21: Develop team-building skills by working with others through physical activity.	
Standard 21.A: Demonstrate individual responsibility during group physical activities.	
21.A.ECa Follow rules and procedures when participating in group physical activities.	<p>ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
21.A.ECb Follow directions, with occasional adult reminders, during group activities.	<p>ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
Standard 21.B: Demonstrate cooperative skills during structured group physical activity.	
21.B.ECa Demonstrate ability to cooperate with others during group physical activities.	<p>SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language</p>
Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.	
Standard 22.A: Explain the basic principles of health promotion, illness prevention, treatment, and safety.	
22.A.ECa Identify simple practices that promote healthy living and prevent illness.	<p>PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>

22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders.	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p><u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
22.A.ECc Identify and follow basic safety rules.	<p>PMP 20-2 Learns Safety Rules</p> <p><u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted</p> <p><u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p>
Goal 23: Understand human body systems and factors that influence growth and development.	
Standard 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate.	
23.A.ECa Identify body parts and their functions.	<p>SED 4-1 Develops Awareness of Self</p> <p><u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family</p>
Standard 23.B: Identify ways to keep the body healthy.	
23.B.ECa Identify examples of healthy habits.	<p>PMP 19-2 Develops Self-Care Skills</p> <p><u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat</p> <p><u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes</p>
23.B.ECb Identify healthy and nonhealthy foods and explain the effect of these foods on the body.	<p>PMP 20-1 Learns about Nutrition</p> <p><u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods</p> <p><u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures</p>
Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
Standard 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations.	

24.C.ECa Participate in activities to learn to avoid dangerous situations.	<p>PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions</p>
--	---

The Arts	
Goal 25: Gain exposure to and explore the arts.	
Standard 25.A: Investigate, begin to appreciate, and participate in the arts.	
25.A.ECa Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.	<p>CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities</p>
25.A.ECb Drama: Begin to appreciate and participate in dramatic activities.	<p>CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers</p>
25.A.ECc Music: Begin to appreciate and participate in music activities.	<p>CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.</p>
25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.	<p>CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
Standard 25.B: Display an awareness of some distinct characteristics of the arts.	
25.B.ECa Describe or respond to their creative work or the creative work of others.	<p>CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
Goal 26: Understand that the arts can be used to communicate ideas and emotions.	

Standard 26.B: Understand ways to express meaning through the arts.	
26.B.ECa Use creative arts as an avenue for self-expression.	<p>CCA 21-1 Explores Art Media</p> <p><u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create</p> <p><u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>

English Language Learner Home Language Development	
Goal 28: Use the home language to communicate within and beyond the classroom.	
Standard 28.A: Use the home language at age-appropriate levels for a variety of social and academic purposes.	
28.A.ECa May demonstrate progress and mastery of benchmarks through home language.	<p>LC 7-2 Develops Expressive Communication</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
28.A.ECb Use home language in family, community, and early childhood settings.	<p>LC 7-2 Develops Expressive Communication</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
28.A.ECc Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.	<p>SS 16-1 Explores Cultures</p> <p><u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work</p> <p><u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work</p>
Goal 29: Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	
Standard 29.A: Use the home language to attain benchmarks across all the learning areas and to build	

upon and develop transferable language and literacy skills.	
29.A.ECa Use home cultural and linguistic knowledge to express current understandings and construct new concepts.	<p>LC 7-2 Develops Expressive Communication</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
29.A.ECb With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.	<p>LC 7-2 Develops Expressive Communication</p> <p><u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic</p> <p><u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas</p>
29.A.ECc Exhibit foundational literacy skills in home language to foster transfer to English.	<p>LKS 8-1 Develops Early Literacy</p> <p><u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book</p> <p><u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>

Social/Emotional Development	
Goal 30: Develop self-management skills to achieve school and life success and develop positive relationships with others.	
Standard 30.A: Identify and manage one's emotions and behavior.	
30.A.ECa Recognize and label basic emotions.	<p>SED 3-1 Expresses Emotion</p> <p><u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p><u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)</p>
30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.	<p>SED 3-1 Expresses Emotion</p> <p><u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance</p> <p><u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)</p>

30.A.ECc Express feelings that are appropriate to the situation.	<p>SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn</p>
30.A.ECd Begin to understand and follow rules.	<p>ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
30.A.ECe Use materials with purpose, safety, and respect.	<p>ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
30.A.ECf Begin to understand the consequences of his or her behavior.	<p>ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege</p>
Standard 30.B: Recognize own uniqueness and personal qualities.	
30.B.ECa Describe self using several basic characteristics.	<p>SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)</p>
Standard 30.C: Demonstrate skills related to successful personal and school outcomes.	
30.C.ECa Exhibit eagerness and curiosity as a learner.	<p>ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn</p>
	ATL 1-3 Is Persistent

30.C.ECb Demonstrate persistence and creativity in seeking solutions to problems.	<p><u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support</p> <p><u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult</p> <p>ATL 1-6 Thinks with Creativity & Flexibility</p> <p><u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation</p> <p><u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions</p>
30.C.ECc Show some initiative, self-direction, and independence in actions.	<p>ATL 1-5 Shows Initiative</p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p> <p><u>Pre-K:</u> Makes and conveys choices to friends and teachers</p>
30.C.ECd Demonstrate engagement and sustained attention in activities.	<p>ATL 1-1 Is Attentive</p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p> <p><u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes</p>
Goal 31: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
Standard 31.A: Develop positive relationships with peers and adults.	
31.A.ECa Show empathy, sympathy, and caring for others.	<p>SED 6-1 Builds Empathy</p> <p><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p> <p><u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad</p>
31.A.ECb Recognize the feelings and perspectives of others.	<p>SED 6-1 Builds Empathy</p> <p><u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress</p> <p><u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad</p>
31.A.ECc Interact easily with familiar adults.	<p>SED 5-1 Bonds with Adults</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
31.A.ECd Demonstrate attachment to familiar adults.	<p>SED 5-1 Bonds with Adults</p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
31.A.ECe Develop positive relationships with peers.	<p>SED 6-2 Bonds with Peers</p> <p><u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend</p>

	<u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
Standard 31.B: Use communication and social skills to interact effectively with others.	
31.B.ECa Interact verbally and nonverbally with other children.	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
31.B.ECb Engage in cooperative group play.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
Standard 31.C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
31.C.ECa Begin to share materials and experiences and take turns.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
31.C.ECb Solve simple conflicts with peers with independence, using gestures or words.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
31.C.ECc Seek adult help when needed to resolve conflict.	SED 5-1 Bonds with Adults <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems

	<u>Pre-K</u> : Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Goal 32: Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	
Standard 32.A: Begin to consider ethical, safety, and societal factors in making decisions.	
32.A.ECa Participate in discussions about why rules exist.	ATL 2-2 Shows Responsibility <u>3-Year Old</u> : Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K</u> : Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
32.A.ECb Follow rules and make good choices about behavior.	ATL 2-2 Shows Responsibility <u>3-Year Old</u> : Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege <u>Pre-K</u> : Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Standard 32.B: Apply decision-making skills to deal responsibly with daily academic and social situations.	
32.B.ECa Participate in discussions about finding alternative solutions to problems.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old</u> : Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation <u>Pre-K</u> : Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions

DISCLAIMER:

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

contact@lifecubby.me