

# 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:  
**New York State Prekindergarten Foundation  
for the Common Core**



## References



The New York State Education Department. (2012). *New York state prekindergarten foundation for the common core*. NY: Author. Retrieved from <https://www.engageny.org/resource/new-york-state-prekindergarten-foundation-for-the-common-core>

New York State Prekindergarten Foundation for the Common Core	Vine Assessments by LifeCubby
<b>Approaches to Learning</b>	<b>Vine Indicators</b>
<b>Engagement</b>	
1. Actively and confidently engages in play as a means of exploration and learning.	
a) Interacts with a variety of materials through play.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
b) Participates in multiple play activities with same material.	<b>CS 13-1 Explores Objects</b> <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
c) Engages in pretend and imaginative play – testing theories, acting out imagination.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
d) Self-selects play activity and demonstrates spontaneity.	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K:</u> Makes and conveys choices to friends and teachers
e) Uses “trial and error” method to figure out a task, problem, etc.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
f) Demonstrates awareness of connections between prior and new knowledge.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
2. Actively engages in problem solving.	
a) Identifies a problem and tries to solve it independently.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
b) Attempts multiple ways to solve a problem.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
c) Communicates more than one solution to a problem.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
d) Engages with peers and adults to solve problems.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
<b>Creativity and Imagination</b>	
3. Approaches tasks, activities and problems with creativity, imagination	

and/or willingness to try new experiences or activities.	
a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
b) Identifies additional materials to complete a task.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
c) Experiments to further his/her knowledge.	<b>CS 13-1 Explores Objects</b> <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
d) Seeks additional clarity to further his/her knowledge.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
e) Seeks out connections, relations and assistance from peers and adults to complete a task.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
f) Communicates more than one solution to a problem.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
<b>Curiosity and Initiative</b>	
4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.	
a) Asks questions using who, what, how, why, when, where, what if.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
b) Expresses an interest in learning about and discussing a growing range of ideas.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
c) Actively explores how things in the world work.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
d) Investigates areas of interest.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
e) Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).	<b>CS 13-1 Explores Objects</b> <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
f) Seeks out activities and materials that support his/her curiosity.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn

g) Willingly engages in new experiences and activities.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
<b>Persistence</b>	
5. Demonstrates persistence.	
a) Maintains focus on a task.	<b>ATL 1-3 Is Persistent</b> <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
b) Seeks assistance when the next step seems unclear or appears too difficult.	<b>ATL 1-3 Is Persistent</b> <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
c) Modifies strategies used to complete a task.	<b>ATL 1-3 Is Persistent</b> <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult

<b>Physical Development and Health</b>	
<b>Physical Development</b>	
1. Uses senses to assist and guide learning.	
a) Identifies sights, smells, sounds, tastes and textures.	<b>CS 13-1 Explores Objects</b> <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
b) Compares and contrasts different sights, smells, sounds, tastes, and textures.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
c) Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
2. Uses sensory information to plan and carry out movements.	
a) Demonstrates appropriate body awareness when moving in different spaces.	<b>CM 12-2 Develops Spatial Awareness</b> <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
	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
b) Exhibits appropriate body movements when carrying out a task.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <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
c) Demonstrates awareness of spatial boundaries and the ability to work within them.	<p><b>CM 12-2 Develops Spatial Awareness</b>  <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> <p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <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>
3. Demonstrates coordination and control of large muscles.	
a) Displays an upright posture when standing or seated.	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <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>
b) Maintains balance during sitting, standing, and movement activities.	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <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>
c) Runs, jumps, walks in a straight line, and hops on one foot.	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <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>
d) Climbs stairs using alternating feet.	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b>  <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>
e) Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <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>
4. Combines a sequence of large motor skills with and without the use of equipment.	
a) Navigates age appropriate playground equipment.	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b>  <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>
b) Peddles a tricycle.	<p><b>PMP 17-5 Develops Large Motor Coordination Skills</b>  <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without</p>

	assistance; can kick, throw, bounce or catch a ball; skips or claps
c) Throws, catches or kicks a large, light-weight ball (8" - 10").	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead
d) Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <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
5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.	
a) Uses pincher grasp (index finger and thumb).	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
b) Demonstrates ability to engage in finger plays.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
d) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
e) Uses buttons, zippers, snaps, and hook and loop tape successfully.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
<b>Physical Fitness</b>	
6. Engages in a variety of physical fitness activities.	
a) Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <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
b) Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <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



c) Participates in activities designed to strengthen major muscle groups.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <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
d) Participates in activities to promote balance and flexibility.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <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
<b>Health and Well Being</b>	
<b>7. Demonstrates personal care and hygiene skills.</b>	
a) Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	<b>PMP 19-2 Develops Self-Care Skills</b> <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
b) Exhibits self help skills when dressing, cleaning up, participating in meals, etc.	<b>PMP 19-2 Develops Self-Care Skills</b> <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
c) Recognizes and communicates when experiencing symptoms of illness.	<b>PMP 19-2 Develops Self-Care Skills</b> <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
<b>8. Demonstrates awareness and understanding of healthy habits.</b>	
a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.	<b>PMP 19-4 Develops Naptime Independence</b> <u>Pre-K:</u> Puts self to sleep at naptime; may not nap every afternoon; likely not napping by age 5 (note current level)
	<b>PMP 20-1 Learns about Nutrition</b> <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
b) Talks about food choices in relationship to allergies and overall health.	<b>PMP 20-1 Learns about Nutrition</b> <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
c) Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).	<b>PMP 20-1 Learns about Nutrition</b> <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
d) Describes the role of doctors, dentists and other health care	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various

workers in keeping him/herself healthy.	roles in a society; learns about important contributions of historical figures
<b>Health and Safety</b>	
9. Demonstrates awareness and understanding of safety rules.	
a) Verbalizes and demonstrates safety rules such as holding an adult's hand when walking on sidewalks or near a street.	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
b) Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks).	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
c) Understands that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet).	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
d) Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt).	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
e) Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
f) Explains how to get help in emergency situations.	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions

<b>Social and Emotional Development</b>	
<b>Self Concept and Self Awareness</b>	
1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.	
a) Describes himself/herself using several different characteristics.	<b>SED 4-1 Develops Awareness of Self</b> <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)
b) Identifies self as being part of a family and identifies being connected to at least one significant adult.	<b>SED 4-1 Develops Awareness of Self</b> <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)



c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).	<b>SED 4-1 Develops Awareness of Self</b> <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)
d) Exhibits self confidence by attempting new tasks independent of prompting or reinforcement.	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
e) Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).	<b>SED 4-1 Develops Awareness of Self</b> <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)
f) Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.	<b>SED 3-1 Expresses Emotion</b> <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)
g) Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
<b>Self Regulation</b>	
2. Regulates his/her responses to needs, feelings and events.	
a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
b) Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.	<b>SED 3-1 Expresses Emotion</b> <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)
c) Demonstrates an ability to independently modify his/her behavior in different situations.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
<b>Relationships with Others</b>	
3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).	
a) Interacts with significant adults.	<b>SED 5-1 Bonds with Adults</b>

	<u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
b) Seeks guidance from primary caregivers, teachers and other familiar adults.	<b>SED 5-2 Learns from Adults</b> <u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults
c) Transitions into unfamiliar setting with the assistance of familiar adults.	<b>SED 5-1 Bonds with Adults</b> <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
4. Develops positive relationships with their peers.	
a) Approaches children already engaged in play.	<b>SED 6-2 Bonds with Peers</b> <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
b) Interacts with other children (e.g., in play, conversation, etc.).	<b>SED 6-2 Bonds with Peers</b> <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
c) Shares materials and toys with other children.	<b>SED 6-3 Cooperates with Peers</b> <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
d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.	<b>SED 6-2 Bonds with Peers</b> <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
e) Develops close friendship with one or more peers.	<b>SED 6-2 Bonds with Peers</b> <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
f) Offers support to another child or shows concern when a peer seems distressed.	<b>SED 6-1 Builds Empathy</b> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
5. Demonstrates pro-social problem solving skills in social interactions.	
a) Seeks input from others about a problem.	<b>SED 6-2 Bonds with Peers</b> <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
b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).	<b>SED 6-3 Cooperates with Peers</b> <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
c) Uses and accepts compromise, with assistance.	<b>SED 6-3 Cooperates with Peers</b>

	<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
<b>Accountability</b>	
6. Understands and follows routines and rules.	
a) Displays an understanding of the purpose of rules.	<b>ATL 2-2 Shows Responsibility</b> <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
b) Engages easily in routine activities (e.g., story time, snack time, circle time).	<b>ATL 2-1 Understands Routines</b> <u>Pre-K</u> : Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else
c) Uses materials purposefully, safely and respectfully as set by group rules.	<b>ATL 2-2 Shows Responsibility</b> <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
d) With assistance, understands that breaking rules have a consequence.	<b>ATL 2-2 Shows Responsibility</b> <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
e) Applies rules in new, but similar situations.	<b>ATL 2-2 Shows Responsibility</b> <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
f) Demonstrates the ability to create new rules for different situations.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
<b>Adaptability</b>	
7. Adapts to change.	
a) Easily separates himself/herself from parent or caregiver.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
b) Transitions with minimal support between routine activities and new/unexpected occurrences.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
c) Adjusts behavior as appropriate for different settings and /or events.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
d) Uses multiple adaptive strategies to cope with change (e.g., seeking	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

social support from and adult or peer, taking deep breaths, engaging in another activity).	<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
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<b>Communication, Language, and Literacy</b>	
Part A: Approaches to Communication	
Motivation	
1. Demonstrate that they are motivated to communicate.	
a) Participates in small or large group activities for story telling, singing or finger plays.	<b>LKS 8-1 Develops Early Literacy</b> <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
b) Asks questions.	<b>LC 7-2 Develops Expressive Communication</b> <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
c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
d) Initiates conversations, both verbally and nonverbally, about things around them.	<b>LC 7-6 Learns Conversation Structure</b> <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
e) Nods or gives non verbal cues that he is understanding.	<b>LC 7-6 Learns Conversation Structure</b> <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
f) Maintains eye contact when trying to interact with a peer or adult.	<b>LC 7-6 Learns Conversation Structure</b> <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
g) Makes choices about how to communicate the ideas he wants to	<b>LC 7-2 Develops Expressive Communication</b>

share (e.g., gestures, scribbles, sign language, speaking).	<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
<b>Background Knowledge</b>	
2. Demonstrates he/she is building background knowledge.	
a) Asks questions related to a particular item, event or experience.	<b>LC 7-2 Develops Expressive Communication</b> <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
b) Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.	<b>LKS 8-1 Develops Early Literacy</b> <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
c) Uses new vocabulary correctly.	<b>LC 7-4 Expands Vocabulary</b> <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)
d) Makes comparisons to words and concepts already known.	<b>LC 7-4 Expands Vocabulary</b> <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)
<b>Viewing</b>	
3. Demonstrates that he/she understand what they observe.	
a) Uses vocabulary relevant to observations.	<b>LC 7-4 Expands Vocabulary</b> <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)
b) Identifies emotions by observing faces in pictures and faces of peers and adults.	<b>LKS 8-1 Develops Early Literacy</b> <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

c) Asks questions related to visual text and observations.	<b>LKS 8-1 Develops Early Literacy</b> <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
d) Makes inferences and draws conclusions based on information from visual text.	<b>LKS 8-1 Develops Early Literacy</b> <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
e) Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Representing</b>	
4. Demonstrates his/her ability to express ideas using a variety of methods.	
a) Uses facial expressions, body language, gestures, and sign language to express ideas.	<b>LC 7-2 Develops Expressive Communication</b> <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
b) Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone).	<b>CCA 21-4 Participates in Dramatic Play</b> <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
c) Uses visual media to represent an actual experience.	<b>LKS 9-1 Develops Emergent Writing</b> <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
d) Reviews and reflects on his/her own representations.	<b>LKS 9-1 Develops Emergent Writing</b> <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
e) Writes and draws spontaneously to communicate meaning with peers or adults during play.	<b>LKS 9-1 Develops Emergent Writing</b> <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
<b>Vocabulary</b>	
<b>5. Demonstrates a growing receptive vocabulary.</b>	
a) Understands and follows spoken directions.	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K</u> : Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
b) Identifies pictures related to words (show me the white dog).	<b>LC 7-4 Expands Vocabulary</b> <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
c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K</u> : Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
d) Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him.	<b>LC 7-4 Expands Vocabulary</b> <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)
<b>6. Demonstrates a growing expressive vocabulary.</b>	
a) Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.	<b>LC 7-6 Learns Conversation Structure</b> <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
b) Uses more complex words in conversation.	<b>LC 7-4 Expands Vocabulary</b> <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)
c) Makes use of new and rare words introduced by adults or peers.	<b>LC 7-4 Expands Vocabulary</b> <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)
d) Correctly names picture when asked, "What is this?"	<b>LC 7-4 Expands Vocabulary</b> <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)
e) Begins to use appropriate volume and speed so spoken message is understood.	<b>LC 7-6 Learns Conversation Structure</b> <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
f) Initiates conversations about a book, situation, event or print in the environment.	<b>LC 7-6 Learns Conversation Structure</b> <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
<b>Part B: English Language Arts and Literacy</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer about detail(s) in a text.	<b>LKS 8-1 Develops Early Literacy</b> <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. With prompting and support, retell familiar stories.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
3. With prompting and support, ask and answer questions about characters and major events in a story.	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Craft and Structure</b>	

4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	<p><b>LC 7-4 Expands Vocabulary</b>  <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>
5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	<p><b>LKS 8-1 Develops Early Literacy</b>  <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>
6. With prompting and support, can describe the role of an author and illustrator.	<p><b>LKS 8-1 Develops Early Literacy</b>  <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>
<b>Integration and Knowledge of Ideas</b>	
7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.	<p><b>LKS 8-1 Develops Early Literacy</b>  <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>
8. Not applicable to literature.	
9. With prompting and support, students will compare and contrast two stories relating to the same topic.	<p><b>LKS 8-1 Develops Early Literacy</b>  <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>
a) With prompting and support, students will make cultural connections to text and self.	<p><b>LKS 8-1 Develops Early Literacy</b>  <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>
<b>Range of Reading and Level of Text Complexity</b>	

10. Actively engage in group reading activities with purpose and understanding.	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Responding to Literature</b>	
1. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about details in a text.	<b>LKS 8-1 Develops Early Literacy</b> <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. With prompting and support, retell detail(s) in a text.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
3. With prompting and support, describe the connection between two events or pieces of information in a text.	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Craft and Structure</b>	
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	<b>LC 7-4 Expands Vocabulary</b> <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)
5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.	<b>LKS 8-1 Develops Early Literacy</b> <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
6. With prompting and support, can describe the role of an author and illustrator.	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Integration and Knowledge of Ideas</b>	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	<b>LKS 8-1 Develops Early Literacy</b> <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
8. Not applicable to prekindergarten.	
9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Range of Reading and Level of Text Complexity</b>	
10. With prompting and support, actively engage in group reading activities with purpose and understanding.	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Reading Standards: Foundational Skills</b>	
<b>Print Concepts</b>	
1. Demonstrate understanding of the organization and basic features of print.	
a) Follow words from left to right, top to bottom, and page by page.	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
b) Recognize that spoken words are represented in written language by specific sequences of letters.	<b>LKS 8-3 Develops Emergent Reading</b> <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
c) Understand that words are separated by spaces in print.	<b>LKS 8-3 Develops Emergent Reading</b> <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
d) Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <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
e) Recognize that letters are grouped to form words.	<b>LKS 8-3 Develops Emergent Reading</b> <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
f) Differentiate letters from numerals.	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <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
<b>Phonological Awareness</b>	
<b>2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</b>	
a) Engage in language play (e.g., alliterative language, rhyming, sound patterns).	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
b) Recognize and match words that rhyme.	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
c) Demonstrate awareness of relationship between sounds and letters.	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
d) With support and prompting, isolate and pronounce the initial sounds in words.	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
<b>Phonics and Word Recognition</b>	
<b>3. Demonstrate emergent phonics and word analysis skills.</b>	



a) With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
b) Recognizes own name and common signs and labels in the environment.	<b>LKS 8-3 Develops Emergent Reading</b> <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
<b>Fluency</b>	
4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).	<b>LKS 8-3 Develops Emergent Reading</b> <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
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)	<b>LKS 9-1 Develops Emergent Writing</b> <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
2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>LKS 9-1 Develops Emergent Writing</b> <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
3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	<b>LKS 9-1 Develops Emergent Writing</b> <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
<b>Production and Distribution of Writing</b>	
4. Not applicable to prekindergarten (begins in grade 3).	
5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	<b>LKS 9-1 Develops Emergent Writing</b> <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

6. With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
Research to Build and Present Knowledge	
7. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>LKS 9-1 Develops Emergent Writing</b> <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
8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
9. Not applicable to prekindergarten (begins in grade 4).	
Range of Writing	
10. Not applicable to prekindergarten (begins in grade 3).	
Responding to Literature	
11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.	<b>LKS 9-1 Develops Emergent Writing</b> <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
	<b>CCA 21-1 Explores Art Media</b> <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
	<b>CCA 21-4 Participates in Dramatic Play</b> <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
Speaking and Listening Standards	
Comprehension and Collaboration	
1. With guidance and support, participate in collaborative conversations with diverse partners about pre- kindergarten topics and texts with peers and adults in small and large groups.	<b>LC 7-6 Learns Conversation Structure</b> <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
a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	<b>LC 7-6 Learns Conversation Structure</b> <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
b) Engage in extended conversations.	<b>LC 7-6 Learns Conversation Structure</b> Pre-K: 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
c) Communicate with individuals from different cultural backgrounds.	<b>LC 7-6 Learns Conversation Structure</b> Pre-K: 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
2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<b>LKS 8-1 Develops Early Literacy</b> Pre-K: 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. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>LC 7-2 Develops Expressive Communication</b> 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
<b>Presentation of Knowledge and Ideas</b>	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>LC 7-2 Develops Expressive Communication</b> 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
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>LKS 9-1 Develops Emergent Writing</b> Pre-K: 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
6. Demonstrate an emergent ability to express thoughts, feelings and ideas.	<b>LC 7-2 Develops Expressive Communication</b> 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
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>LC 7-5 Expands Grammar and Pronunciation</b> Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
a) Print some upper- and lower-case letters.(e.g., letters in their name).	<b>LKS 8-2 Develops Alphabetic Knowledge</b>

	<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
b) Use frequently occurring nouns and verbs (orally).	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
c) With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
e) In speech, use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
f) With guidance and support, produce and expand complete sentences in shared language activities.	<b>LC 7-2 Develops Expressive Communication</b> <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
2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
a) Capitalize the first letter in their name.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
b) Attempt to write a letter or letters to represent a word.	<b>LKS 9-1 Develops Emergent Writing</b> <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
c) With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<b>LKS 9-1 Develops Emergent Writing</b> <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
Knowledge of Language	
3. Use knowledge of language and how language functions in different contexts.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K</u> : Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Vocabulary Acquisition and Use	

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-kindergarten reading and content.	<p><b>LC 7-4 Expands Vocabulary</b>  <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>
a) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	<p><b>LC 7-4 Expands Vocabulary</b>  <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>
5. With guidance and support, explore word relationships and nuances in word meanings.	<p><b>LC 7-4 Expands Vocabulary</b>  <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>
b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).	<p><b>LC 7-4 Expands Vocabulary</b>  <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>
c) Identify real-life connections between words and their use (e.g., note places at school that are colorful).	<p><b>LC 7-4 Expands Vocabulary</b>  <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>
d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	<p><b>LC 7-4 Expands Vocabulary</b>  <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>
6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<p><b>LC 7-4 Expands Vocabulary</b>  <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>



Cognition and Knowledge of the World	
Mathematics	
Mathematical Practices	
a. Make sense of problems and persevere in solving them.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
b. Reason abstractly and quantitatively.	<b>CM 11-1 Learns Measurement and Quantities</b> <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
c. Construct viable arguments and critique the reasoning of others.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
d. Model with mathematics.	<b>CM 10-2 Builds and Observes Sets</b> <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
e. Use appropriate tools strategically.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
f. Attend to precision.	<b>ATL 1-1 Is Attentive</b> <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
g. Look for and make use of structure.	<b>CM 11-2 Understands Patterns</b> <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)
h. Look for and express regularity in repeated reasoning.	<b>CM 11-2 Understands Patterns</b> <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)
Counting and Cardinality	
Know number names and the count sequence	
1. Count to 20.	<b>CM 10-1 Begins Counting</b> <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



2. Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).	<b>CM 10-4 Reads and Writes Numbers</b> <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
<b>Count to Tell the Number of Objects</b>	
3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.	<b>CM 10-1 Begins Counting</b> <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
a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	<b>CM 10-1 Begins Counting</b> <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
b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.	<b>CM 10-1 Begins Counting</b> <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
c) Regardless of their arrangement or the order in which they were counted.	<b>CM 10-1 Begins Counting</b> <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
d) Understand that each successive number name refers to a quantity that is one larger.	<b>CM 10-1 Begins Counting</b> <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
4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.	<b>CM 10-1 Begins Counting</b> <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
<b>Compare Numbers</b>	
5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).	<b>CM 10-2 Builds and Observes Sets</b> <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. Identify “first” and “last” related to order or position.	<b>CM 10-1 Begins Counting</b> <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
<b>Operations and Algebraic Thinking</b>	
Understand addition as adding to, and understand subtraction as taking from.	

1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <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
Understand simple patterns.	
2. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.	<b>CM 11-2 Understands Patterns</b> <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)
<b>Measurement and Data</b>	
Describe and compare measurable attributes.	
1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	<b>CM 11-1 Learns Measurement and Quantities</b> <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
Sort objects and count the number of objects in each category.	
2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).	<b>CM 10-2 Builds and Observes Sets</b> <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
<b>Geometry</b>	
Identify and describe shapes (squares, circles, triangles, rectangles).	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
	<b>CM 12-2 Develops Spatial Awareness</b> <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
2. Correctly name shapes regardless of size.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Analyze, compare, and sort objects.	
	<b>CM 12-1 Learns Shapes &amp; Sizes</b>

1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).	<u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
2. Create and build shapes from components (e.g., sticks and clay balls).	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
<b>Science</b>	
<b>Scientific Thinking</b>	
1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.	
a) Uses senses to gather, explore, and interpret information.	<b>CS 13-1 Explores Objects</b> <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
b) Manipulates and observes objects in his or her surroundings to develop conclusions.	<b>CS 13-1 Explores Objects</b> <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
c) Makes observations and describes changes in objects, living things, and natural events in the environment.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
d) Organizes his or her observations of objects and events by identifying, classifying, etc.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
e) Asks “why,” “how,” and “what if” questions and seeks answers through experimentation and investigation.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
f) Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.	<b>CS 14-2 Makes Predictions</b> <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?)
2. Tests predictions through exploration and experimentation.	
a) Gives oral, written or graphic explanations of what he/she wants to learn.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <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
b) Uses a variety of tools and materials to test predictions through active experimentation (child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats.)	<b>CS 14-2 Makes Predictions</b> <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?)
c) Replicates or changes the experimental approach.	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
d) Records and organizes data using graphs, charts, science journals, or other means of recording.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <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
3. Generates explanations and communicates conclusions regarding experiments and explorations.	
a) Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
b) Identifies cause and effect relationships.	<b>CS 14-2 Makes Predictions</b> <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?)
c) Verifies predictions by explaining "how" and "why."	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <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
d) Makes age appropriate, logical conclusions about investigations.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <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
e) Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <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
<b>Earth and Space</b>	
4. Observes and describes characteristics of earth and space.	
a) Investigates and identifies properties of soil, rocks, and minerals.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.

b) Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
c) Makes simple observations of the characteristics and movements of sun, moon, stars, and clouds.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
d) Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc.).	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
e) Expresses ways the environment provides natural resources that are needed by people (e.g., wood for lumber to build shelter, water for drinking).	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
f) Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
<b>Living Things</b>	
<b>5. Observes and describes characteristics of living things.</b>	
a) Observes and discusses similarities, differences, and categories of plants and animals.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
b) Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
c) Explains why plants and animals need water and food.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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

d) Observes and discusses similarities, differences, and categories of plants and animals.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
e) Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
f) Explains why plants and animals need water and food.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
g) Describes simple life cycles of plants and animals.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
h) Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
i) Recognizes that plants and animals have some characteristics of their “parents.”	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
k) Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
<b>Physical Properties</b>	
6. Acquires knowledge about the physical properties of the world.	
a) Describes, compares, and categorizes objects based on their properties.	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound



b) Uses senses to explore different environments (classroom, playground, field trips).	<b>CS 13-1 Explores Objects</b> <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
c) Recognizes and describes the effect of his/her own actions on objects.	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <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
d) Describes tools and their specific functions (e.g., hammer for pounding nails).	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
e) Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).	<b>CS 13-1 Explores Objects</b> <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
f) Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc.)	<b>CS 15-1 Explores the Natural Environment</b> <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
g) Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	<b>CS 14-2 Makes Predictions</b> <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?)
h) Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <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
<b>Social Studies</b>	
<b>Geography</b>	
1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.	
a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.	<b>SED 4-1 Develops Awareness of Self</b> <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)
b) Describes how each person is unique and important.	<b>SED 4-1 Develops Awareness of Self</b> <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)

c) Identifies family members, family characteristics and functions.	<b>SED 4-1 Develops Awareness of Self</b> <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)
d) Identifies as a member of a family.	<b>SED 4-1 Develops Awareness of Self</b> <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)
e) States how families are similar and different.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
f) Describes his own community and/or cultural group.	<b>SED 4-1 Develops Awareness of Self</b> <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)
g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
h) Recognizes some community workers and describes what they do.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
2. Demonstrates awareness and appreciation of their own culture and other cultures.	
a) Talks about and/or shows items related to his/her family and cultural traditions to others.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
b) Questions why and/or how people are similar/different.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
c) Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
d) Demonstrates an understanding of similarities and differences between and among individual people and families.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
3. Demonstrates knowledge of the relationship between people, places, and regions.	

a) Identifies features of own home and familiar places.	<b>SS 16-3 Explores Geography</b> <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
b) Names the street, neighborhood, city or and town where he/she lives.	<b>SS 16-3 Explores Geography</b> <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
c) Uses words that indicate direction, position and relative distance.	<b>CM 12-2 Develops Spatial Awareness</b> <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
d) Describes topographical features of familiar places (hill, river, roads, mountains, etc.).	<b>SS 16-3 Explores Geography</b> <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
e) Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.	<b>SS 16-3 Explores Geography</b> <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
f) Is aware of his/her surroundings.	<b>SS 16-3 Explores Geography</b> <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
<b>History</b>	
4. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.	
a) Identifies routines and common occurrences in his/her life.	<b>ATL 2-2 Shows Responsibility</b> <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
b) Identifies changes over time in him/herself, his/her families, and in his/her wider community.	<b>SS 16-2 Understands Time</b> <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

c) Retells important events in sequential order.	<b>SS 16-2 Understands Time</b> <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
d) Demonstrates interest in current events that relate to family, culture, and community.	<b>SS 16-2 Understands Time</b> <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
e) Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”	<b>SS 16-2 Understands Time</b> <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
<b>Civics, Citizenship and Government</b>	
<b>5. Demonstrates an understanding of roles, rights, and responsibilities.</b>	
a) Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
b) Expresses that rules are for everyone.	<b>ATL 2-2 Shows Responsibility</b> <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
c) Identifies rules that protect him/herself and others.	<b>ATL 2-2 Shows Responsibility</b> <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
d) Explains that rules affect children and adults.	<b>ATL 2-2 Shows Responsibility</b> <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
e) Describes possible consequences when rules are not followed.	<b>ATL 2-2 Shows Responsibility</b> <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
<b>6. Begins to learn the basic civic and democratic principles.</b>	
a) Participates in making group rules and/or rules for daily routines and transitions.	<b>ATL 2-2 Shows Responsibility</b> <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

b) Follows rules and may remind others of the rules.	<b>ATL 2-2 Shows Responsibility</b> <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
c) Applies the skills of communication, cooperation, respect and empathy with others.	<b>SED 6-3 Cooperates with Peers</b> <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
d) Demonstrates preferences and choices by participating when the class votes to make simple decisions.	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K:</u> Makes and conveys choices to friends and teachers
<b>Economics</b>	
7. Develops a basic understanding of economic concepts within a community.	
a) Demonstrates an understanding that money is needed to exchange for some goods and services.	<b>SS 16-5 Learns about Government and Economics</b> <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
b) Demonstrates understanding that money comes in different forms, i.e., coins and paper money.	<b>SS 16-5 Learns about Government and Economics</b> <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
c) Recognizes the roles/contributions of community workers as they produce goods/services that people need.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
d) Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards).	<b>SS 16-5 Learns about Government and Economics</b> <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
<b>Career Development</b>	
8. Demonstrates interest and awareness about a wide variety of careers and work environments.	
a) Asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers.”	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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



b) Recognizes that people depend on “community helpers” to provide goods and services.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
c) Identifies the tools and equipment that correspond to various roles and jobs.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
d) Takes on the role of a “community helper”, e.g., dramatic play or in acting out a story or song.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
e) Indicates an interest in a future career by making statements like, “I want to be a firefighter when I grow up.”	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
f) Talks about a parent’s, a relative’s or a neighbor’s job.	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
<b>The Arts</b>	
<b>Visual Arts</b>	
1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.	
a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).	<b>CCA 21-1 Explores Art Media</b> <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
b) Shows an interest in what can be created with tools, texture, color and technique.	<b>CCA 21-1 Explores Art Media</b> <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
c) Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake).	<b>CCA 21-1 Explores Art Media</b> <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
d) Chooses materials and subjects with intent and purpose.	<b>CCA 21-1 Explores Art Media</b> <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
e) Paints, draws and constructs models based on observations.	<b>CCA 21-1 Explores Art Media</b> <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



2. Responds and react to visual arts created by themselves and others.	
a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.	<b>CCA 21-1 Explores Art Media</b> <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
b) Identifies similarities and differences among samples of visual art.	<b>CCA 21-1 Explores Art Media</b> <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
c) Shares opinions about visual arts, creations, and experiences.	<b>CCA 21-1 Explores Art Media</b> <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
<b>Music</b>	
3. Expresses oneself by engaging in musical activities.	
a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
b) Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
c) Engages in music activities having different moods, tempos, and rhythms.	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
d) Uses and explores traditional and non-traditional sound sources including those that are electronic.	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
e) Creates sounds using traditional instruments (bells, drums, recorders, etc) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water).	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
4. Responds and reacts during musical activities.	
a) Observes a variety of musical performances, both vocal and instrumental.	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
b) Moves and keeps rhythm to different kinds of music.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities

c) Reacts to music through oral, written or visual expression.	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
d) Compares and contrasts different samples of music.	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
e) Expresses his/her preference for certain kinds of music.	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
f) Repeats, responds and/or reacts to lyrics and/or melodies.	<b>CCA 21-2 Explores Music</b> <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
<b>Theatre / Dramatic Play</b>	
5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.	
a) Represents fantasy, real-life, imagination, and literature through dramatic play.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
b) Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
c) Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
d) Uses basic props, and costume pieces to establish time, setting, and character.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
6. Responds and reacts to theater and drama presentations.	
a) Demonstrates age-appropriate behavior when observing theatre and drama.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
b) Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions.	<b>CCA 21-4 Participates in Dramatic Play</b> <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
<b>Dance / Creative Movement</b>	
7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement.	

a) Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
b) Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
c) Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.).	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
d) Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
e) Demonstrates a wide variety of movements and positions.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
f) Learns simple, repetitive dance steps and routines.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
g) Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
8. Responds and reacts to dance and creative movement.	
a) Imitates parts of dance or movement activity that he/she enjoys.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
b) Compares and contrasts different forms of dance.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
c) Demonstrates age appropriate audience behavior when observing dance and creative movement productions.	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
d) Describes interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story).	<b>CCA 21-3 Explores Movement and Dance</b> <u>Pre-K:</u> Begins to show individual expression in creative movement activities
Cultural Differences	
9. Expresses an understanding of artistic difference among cultures.	
a) Compares his/her artistic creations with those from other cultures.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work

b) Describes similarities and differences in dance and creative movements from other cultures.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
c) Distinguishes between different sounds of music and types of instruments from other cultures.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
d) Discusses dances and dramatizations from various cultures.	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
<b>Technology</b>	
<b>Foundations to Technology</b>	
1. Describes types of materials and how they're used.	
a) Discusses or describes characteristics of materials in the environment.	<b>CS 13-1 Explores Objects</b> <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
b) Explains some uses for materials, e.g., wood, fur, plastic.	<b>CS 13-1 Explores Objects</b> <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
c) Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
2. Explores and uses various types of tools appropriately.	
a) Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave).	<b>CS 13-1 Explores Objects</b> <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
b) Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine).	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
c) Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).	<b>CS 13-1 Explores Objects</b> <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
d) Uses common tools to create simple objects or structures.	<b>CS 13-1 Explores Objects</b>

	<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
e) Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.	
a) Identifies examples of technology used in daily life (e.g., telephone, computers, car).	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K</u> : May be learning how to play educational games using a computer and keyboard or tablet
b) Describes how technology can make finding information, completing tasks and solving problems faster and easier.	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K</u> : May be learning how to play educational games using a computer and keyboard or tablet
c) Identifies examples of how technology affects the environment, including home and school environments.	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
<b>Using Technology</b>	
4. Understands the operation of technology systems.	
a) Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine).	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K</u> : May be learning how to play educational games using a computer and keyboard or tablet
b) Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K</u> : May be learning how to play educational games using a computer and keyboard or tablet
c) Gives examples of how technological systems are used (e.g., internet, cameras, cell phones).	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K</u> : May be learning how to play educational games using a computer and keyboard or tablet
5. Uses the knowledge of technology to increase learning.	
a) Uses computer to write, draw and explore concepts.	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K</u> : May be learning how to play educational games using a computer and keyboard or tablet

b) Learns basic skills by using age appropriate computer programs.	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
c) Uses technology tools independently (e.g., instructional media games, digital cameras).	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet

**DISCLAIMER:**

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