



Standards Alignment

New Jersey Learning Standards Alignment with FunShine Express® Curriculum Ages 3 - 5 Years

New Jersey Learning Standards	FunShine Early Learning and Development Continuum
SE Social Emotional Development	4: Social Studies, 5: Social-Emotional Development
0.1 Children demonstrate self-confidence	SE1 Self-Awareness and Self-Concept, SE2 Trust and Relationships
0.1.1 Express individuality by making independent decisions about which materials to use.	SE1.2(3) Expresses preferences; chooses activities that are preferred or come easily SE1.2(4) Expresses personal preferences and opinions; makes choices
0.1.2 Express ideas for activities and initiate discussions.	SE1.2(3) Expresses preferences; chooses activities that are preferred or come easily SE1.2(4) Expresses personal preferences and opinions; makes choices
0.1.3 Actively engage in activities and interactions with teachers and peers.	SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers
0.1.4 Discuss their own actions and efforts.	SE1.2(4) Expresses personal preferences and opinions; makes choices SE1.3(4) Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

0.2 Children demonstrate self-direction

AL3 Attention, Engagement, and Persistence, PD4 Safety Awareness and Self-Care, SE1 Self-Awareness and Self-Concept, SE4 Self-Regulation

0.2.1 Make independent choices and plans from a broad range of diverse interest centers.

SE1.2(3) Expresses preferences; chooses activities that are preferred or come easily

SE1.2(4) Expresses personal preferences and opinions; makes choices

0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)

SE1.3(3) Shows awareness of ability to do many things and interest in work of others; begins to clean up work/play space with adult prompting

SE1.3(4) Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently

0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.

SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately

0.2.4 Attend to tasks for a period of time.

AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

0.3 Children identify and express feelings

SE3 Feelings and Emotions, SE4 Self-Regulation

0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.

SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).

SE3.1(3) Acknowledges various emotions and feelings of others; may offer to help meet the needs of others

SE3.1(4) Shows empathy and caring to others; responds

to others emotions appropriately

0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities).

SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

0.4 Children exhibit positive interactions with other children and adults

SE2 Trust and Relationships, SE3 Feelings and Emotions, SS4 Government, Economics, and Technology

0.4.1 Engage appropriately with peers and teachers in classroom activities.

SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).

SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

0.4.3 Say "thank you," "please," and "excuse me."

SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

0.4.4 Respect the rights of others (e.g., "This painting belongs to Carlos.").

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").

SE3.1(3) Acknowledges various emotions and feelings of others; may offer to help meet the needs of others
SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings
SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).

SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

0.5 Children exhibit pro-social behaviors

CA4 Dramatic Play and Imagination, SE2 Trust and Relationships, SE3 Feelings and Emotions

0.5.1 Play independently and cooperatively in pairs and small groups.

SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

0.5.2 Engage in pretend play.

CA4.1(3) Participates in creative dramatic play and make believe across learning domains
CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality
SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance,

acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers

0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.

SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

0.5.4 Take turns.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

VPA Visual and Performing Arts

8: Creative Arts

1.1 Children express themselves through and develop an appreciation of creative movement and dance.

CA2 Music, CA3 Movement and Dance, SE3 Feelings and Emotions

1.1.3 Participate in simple sequences of movements.

CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains
CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.

CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains
CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.

CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains

CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.

CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains

SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings

1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.

CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains

CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.

CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

1.1.1 Move the body in a variety of ways, with and without music.

CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains

CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props

CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

1.2 Children express themselves through and develop an appreciation of music.

CA2 Music, SS3 Culture, Family, and Community

1.2.1 Sing a variety of songs with expression, independently and with others.

CA2.1(3) Knows and sings songs; uses appropriate tone in songs requiring loud and soft sounds

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone;

participates in music across learning domains

1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props
CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props
CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props
CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

1.2.5 Participate in and listen to music from a variety of cultures and times.

SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community
SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props
CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.

CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props
CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

<p>1.3 Children express themselves through and develop an appreciation of dramatic play and storytelling.</p>	<p>CA4 Dramatic Play and Imagination, SS3 Culture, Family, and Community</p>
<p>1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).</p>	<p>CA4.2(3) Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)</p>
<p>1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.</p>	<p>CA4.2(3) Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors) CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality</p>
<p>1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</p>	<p>CA4.2(3) Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors) CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality CA4.2(4) Uses props in increasingly creative ways in dramatic play (molds playdough to represent a phone)</p>
<p>1.3.4 Differentiate between fantasy/pretend play and real events.</p>	<p>CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality</p>
<p>1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).</p>	<p>CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality</p>
<p>1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.</p>	<p>SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community CA4.1(3) Participates in creative dramatic play and make believe across learning domains CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality</p>

1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.

SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community
CA4.1(3) Participates in creative dramatic play and make believe across learning domains
CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.

SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community
SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture
CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

1.4 Children express themselves through and develop an appreciation of the visual arts.

AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, CA1 Visual Arts, PD3 Fine Motor Development, SS3 Culture, Family, and Community

1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.

CA1.1(3) Creates art with different types of materials and techniques across learning domains
CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning

age-appropriate materials and visual art media using memory, observation, and imagination.

domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences
CA1.2(4) Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences
AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through
AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences
PD3.2(4) Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)
PD3.3(4) Uses tools that require strength and dexterity of small muscles with moderate control (holds scissors correctly to cut shapes and curved lines; controls use of writing, drawing, art tools, and art/craft media; uses spray bottles, paper punch)

1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture
CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences
CA1.2(4) Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

HSP Health, Safety, and Physical Education

7: Physical Development and Health

2.1 Children develop self-help and personal hygiene skills.

PD4 Safety Awareness and Self-Care

2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance)

2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)

2.2 Children begin to develop the knowledge and skills necessary to make nutritious food choices.

PD1 Physical Health, Growth

2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).

PD1.2(3) Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)

PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

PD1.2(3) Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)

PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

2.3 Children begin to develop an awareness of potential hazards in their environment.

PD4 Safety Awareness and Self-Care, SS3 Culture, Family, and Community

2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).

PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance;

identifies and follows basic safety and health rules

2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

2.3.3 Identify community helpers who assist in maintaining a safe environment.

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules
SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helpers during dramatic play

2.3.4 Know how to dial 911 for help.

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

2.4 Children develop competence and confidence in activities that require gross- and fine-motor skills.

PD2 Gross Motor Development, PD3 Fine Motor Development

2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).

PD2.1(3) Moves body to travel/play games (runs well, jumps on two feet; gallops); refines flexibility and balance (stands on one foot for up to 3 seconds, performs stretching exercises, walks on uneven surfaces; walks backward, walks in straight line)
PD2.1(4) Refines mobility and moves with a purpose: (walks backward, runs smoothly, jumps with two feet, hops on one foot, gallops, skips); demonstrates flexibility, strength, and balance through play (stretches limbs, walks on straight line/balance board, walks heel-to-toe, stands on one foot for three seconds and longer)

2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).

PD3.1(3) Refines wrist and finger movements for more control (pours without spilling from small container, successful with some fasteners on clothing, folds paper, manipulates playdough and clay)
PD3.1(4) Uses small, precise hand movements to complete tasks (fastens clothing, folds paper with accuracy and symmetry; begins attempting to tie shoes, uses a dominant hand)
PD3.2(4) Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)

PD3.3(4) Uses tools that require strength and dexterity of small muscles with moderate control (holds scissors correctly to cut shapes and curved lines; controls use of writing, drawing, art tools, and art/craft media; uses spray bottles, paper punch)

2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).

PD2.2(3) Coordinates body movements with increasing skill (throws overhand at target, crosses the midline, kicks a ball at a target, uses

PD2.1(4) Refines mobility and moves with a purpose: (walks backward, runs smoothly, jumps with two feet, hops on one foot, gallops, skips); demonstrates flexibility, strength, and balance through play (stretches limbs, walks on straight line/balance board, walks heel-to-toe, stands on one foot for three seconds and longer)

PD2.2(4) Coordinates body movements to accomplish a goal (bounces/passes a ball, throws and catches, crosses the midline, kicks a ball to play a game, manipulates riding toys, rides tricycles/bicycles)

PD3.2(3) Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard)

EL English Language Arts

3.1 Reading: Literature

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.

RL.PK.2 With prompting and support, retell familiar stories or poems.

1: Language/Literacy

L1 Receptive Language (Listening), L2 Expressive Language (Speaking), L3 Foundational Reading

L3.2(3) With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

L3.1(3) Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells

or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

L3.2(3) With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

RL.PK.5 Recognize common types of literature (storybooks and poetry books).

L3.1(3) Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

L3.1(3) Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).
L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

3.2 Reading: Informational Text

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

L1 Receptive Language (Listening), L2 Expressive Language (Speaking), L3 Foundational Reading

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

RI.PK.2 With prompting and support, recall important facts from a familiar text.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands

story structure (beginning, middle, end).

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

RI.PK.5 Identify the front and back cover of a book.

L3.1(3) Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

L3.2(3) With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

3.3 Reading: Foundational Skills

L1 Receptive Language (Listening), L2 Expressive Language (Speaking), L3 Foundational Reading

RF.PK.1.a Begin to demonstrate understanding of basic features of print. Follow words from left to right, top to bottom, page by page.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

RF.PK.1.b Begin to demonstrate understanding of basic features of print. Recognize that spoken words can be written and read.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of

environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

RF.PK.1.c Begin to demonstrate understanding of basic features of print. Recognize that words are separated by spaces.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

RF.PK.1.d Begin to demonstrate understanding of basic features of print. Recognize and name many upper and lower case letters of the alphabet.

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

RF.PK.2.a Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). Recognize and produce simple rhyming words.

L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

L3.3(4) Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

RF.PK.2.b Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). Segment syllables in spoken words by clapping out the number of syllables.

L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

RF.PK.2.c Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). Identify many initial sounds of familiar words.

L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

RF.PK.3.a Demonstrate an understanding of beginning phonics and word skills. Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.

L3.3(4) Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

RF.PK.3.c Demonstrate an understanding of beginning phonics and word skills. Recognize their name in print as well as other familiar print in the environment.

L3.4(3) Begins to develop alphabetic knowledge (sings the alphabet song, may identify some letters, especially those in own name, recognizes and names some letters) and identifies some environmental print when prompted.

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

L3.1(3) Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.

L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

W.PK.7 With guidance and support, participate in shared research and shared writing projects.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most

numerals to 20; copies or writes own name.

W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.

AL.4.1(4) Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games

3.5 Speaking and Listening

L1 Receptive Language (Listening), L2 Expressive Language (Speaking), L3 Foundational Reading, L4 Writing

SL.PK.1.a Participate in conversations and interactions with peers and adults individually and in small and large groups. Follow-agreed upon rules for discussions during group interactions.

L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

SL.PK.1.b Participate in conversations and interactions with peers and adults individually and in small and large groups. Continue a conversation through several back and forth exchanges.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.

L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

3.6 Language

L1 Receptive Language (Listening), L2 Expressive Language (Speaking), L4 Writing

L.PK.1.a Begin to understand the conventions of standard English grammar when speaking during

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and

interactions and activities. Print many alphabet letters.

events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

L.PK.1.b Begin to understand the conventions of standard English grammar when speaking during interactions and activities. Use frequently occurring nouns and verbs.

L2.3(3) Communicates in expanding sentences; uses grammar rules that are age-appropriate.

L2.3(4) Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.

L.PK.1.c Begin to understand the conventions of standard English grammar when speaking during interactions and activities. Form regular plural nouns.

L2.3(3) Communicates in expanding sentences; uses grammar rules that are age-appropriate.

L2.3(4) Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.

L.PK.1.d Begin to understand the conventions of standard English grammar when speaking during interactions and activities. Understand and use question words (e.g., who, what, where, when, why, how).

L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

L.PK.1.e Begin to understand the conventions of standard English grammar when speaking during interactions and activities. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).

L2.3(3) Communicates in expanding sentences; uses grammar rules that are age-appropriate.

L2.3(4) Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.

L.PK.1.f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. Begin to speak in complete sentences.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

L2.3(3) Communicates in expanding sentences; uses grammar rules that are age-appropriate.

L2.3(4) Connects phrases and sentences to build ideas;

speaks in complex sentences using some correct rules of grammar.

L.PK.1.g Begin to understand the conventions of standard English grammar when speaking during interactions and activities. Understands and can follow simple multi-step directions.

L1.1(3) Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.

L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

L.PK.2.c Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.

L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

L.PK.4.a Begin to determine the meaning of new words and phrases introduced through preschool reading and content. With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

L.PK.5.a With guidance and support, explore word relationships. Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).

M4.2(3) Shows increasing ability to match/sort/classify by color, size, shape; classifies by one attribute and makes comparisons across learning domains.

L.PK.5.b With guidance and support, explore word relationships. Begin to understand opposites of simple and familiar words.

L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

L.PK.5.c With guidance and support, explore word relationships. Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.

L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

AL Approaches to Learning

9.1 Children demonstrate initiative, engagement, and persistence.

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).

6: Approaches to Learning

AL1 Curiosity, Initiative, and Risk-Taking, AL3 Attention, Engagement, and Persistence

AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects

AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects

AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, "This is hard. Can you help me figure it out?").

AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions
AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look! I finished it all by myself!").

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

9.2 Children show creativity and imagination.

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, CA4 Dramatic Play and Imagination

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders
AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).

AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently
AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects
AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

CA4.1(3) Participates in creative dramatic play and make believe across learning domains
CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality
AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects

9.3 Children identify and solve problems.

AL2 Creative Thinking, Problem-Solving, Reasoning

9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")

AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders
AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).

AL2.2(3) Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction
AL2.2(4) Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains
AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).

AL4.1(4) Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games
SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).

AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

9.4 Children apply what they have learned to new situations.

AL3 Attention, Engagement, and Persistence, AL4 Memory and Reflection

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

AL4.1(4) Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate

AL4.1(4) Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games

classroom books).

9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions). **SE3.2(4)** Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

M Mathematics

1: Language/Literacy, 2: Math

4.1 Children begin to demonstrate an understanding of number and counting.

L4 Writing, M1 Number Sense, Quantity, and Operations

4.1.1 Count to 20 by ones with minimal prompting.

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).
M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

M1.1(3) Grows in rote counting and sequencing of

numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).

4.1.4.a Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a) Accurately count quantities of objects up to 10, using one-to-one-correspondence, and accurately count as many as 5 objects in a scattered configuration.

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).

4.1.4.b Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).
M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

4.1.4.c Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).
M1.1(4) Grows in rote counting and sequencing of

numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as "more," "less," "same").

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

4.2 Children demonstrate an initial understanding of numerical operations.

M1 Number Sense, Quantity, and Operations, M4 Patterns, Sorting/Classifying, Reasoning

4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether."); and (b) taking apart and taking from ("I have four carrot sticks. I'm eating one. Now I have 3.").

M1.2(3) Understands adding objects to a group makes it larger and taking away objects from a group makes it smaller.
M1.2(4) Understands adding and subtracting from a set; begins to understand dividing sets into parts up to fourths.

4.2.2 Begin to represent simple word problem data in pictures and drawings.

M4.3(3) Uses simple strategies to solve mathematical problems and seeks answers to questions in play and daily activities; experiments with puzzles and blocks to create solutions; builds simple structures and works toward simple goals.
M4.3(4) Uses multiple strategies to solve mathematical problems and seeks answers to questions in play and daily activities; begins to use mathematical language to explain a solution; solves puzzles, uses blocks to build structures to create solutions; moves through a process to reach a goal.

4.3 Children begin to conceptualize measurable attributes of objects and how to measure them.

M3 Measurement and Data, M4 Patterns, Sorting/Classifying, Reasoning

4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).

M3.1(3) Uses words to describe measurable attributes (quantity, length, weight); observes and explores ways to use tools to measure objects; identifies/names/uses standard and non-standard units/tools of measure (paper clips, ruler, scale, measuring cups, etc.) in activities with adult support across learning domains; arranges objects according to one measurable attribute.

M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

M4.2(4) Matches/sorts/classifies by color, size, shape, texture; describes sorting rules; classifies by more than one attribute into two or more groups across learning domains.

4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).

M3.1(3) Uses words to describe measurable attributes (quantity, length, weight); observes and explores ways to use tools to measure objects; identifies/names/uses standard and non-standard units/tools of measure (paper clips, ruler, scale, measuring cups, etc.) in activities with adult support across learning domains; arranges objects according to one measurable attribute.

M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.

M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

4.4 Children develop spatial and geometric sense.

4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).

M2 Geometry and Spatial Sense, M4 Patterns, Sorting/Classifying, Reasoning

M2.2(3) Uses simple positional words (top/bottom, up/down, in/out, on/off, etc.) to describe location across learning domains; uses simple directions to move from

	<p>place to place.</p> <p>M2.2(4) Uses positional and relational words (above/below, front/behind, near/far, beside, next to, between, etc.) to describe location across learning domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left.</p>
<p>4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).</p>	<p>M2.1(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.</p>
<p>4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).</p>	<p>M2.1(3) Locates and names different sizes and orientations of shapes in the environment; describes attributes of shapes; uses 2D and 3D shapes to create pictures or structures; decomposes shapes.</p> <p>M2.1(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.</p> <p>M4.2(4) Matches/sorts/classifies by color, size, shape, texture; describes sorting rules; classifies by more than one attribute into two or more groups across learning domains.</p>

S Science

5.1 Children develop inquiry skills.

5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).

5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom

2: Math, 3: Science

M3 Measurement and Data, SC1 Observation and Inquiry

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple

activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).

predictions and plans to carry out investigations; describes observations.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.

SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

5.1.5 Represent observations and work through drawing, recording data, and "writing" (e.g., drawing and "writing" on observation clipboards, making rubbings, charting the growth of plants).

M3.2(3) With adult support, collects and records information in different ways across learning domain (discussion, maps, charts).

M3.2(4) Develops growing abilities to collect, describe, and record information to answer simple questions across learning domains.

SC1.2(4) Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars).

5.2 Children observe and investigate matter and energy.

M4 Patterns, Sorting/Classifying, Reasoning, SC2 Physical Science

5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various

M4.2(4) Matches/sorts/classifies by color, size, shape, texture; describes sorting rules; classifies by more than

types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.

one attribute into two or more groups across learning domains.

SC2.1(3) With adult prompting and support, investigates and describes how an object's speed and direction can be changed by using different forces (kick, push, pull); experiments with light and sound; identifies and categorizes familiar sounds; experiments and observes how properties of matter can transform or combine (water + dirt; freezing water to ice).

5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).

SC2.1(3) With adult prompting and support, investigates and describes how an object's speed and direction can be changed by using different forces (kick, push, pull); experiments with light and sound; identifies and categorizes familiar sounds; experiments and observes how properties of matter can transform or combine (water + dirt; freezing water to ice).

SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).

SC2.1(3) With adult prompting and support, investigates and describes how an object's speed and direction can be changed by using different forces (kick, push, pull); experiments with light and sound; identifies and categorizes familiar sounds; experiments and observes how properties of matter can transform or combine (water + dirt; freezing water to ice).

SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).

SC2.1(3) With adult prompting and support, investigates and describes how an object's speed and direction can be changed by using different forces (kick, push, pull); experiments with light and sound; identifies and categorizes familiar sounds; experiments and observes how properties of matter can transform or combine (water + dirt; freezing water to ice).

SC2.1(4) With adult support, predicts and experiments

with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

5.3 Children observe and investigate living things.

SC3 Life Science

5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).

SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; understands needs of living things in order to live (water, food, sunlight, shelter).

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).

SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; understands needs of living things in order to live (water, food, sunlight, shelter).

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).

SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; understands needs of living things in order to live (water, food, sunlight, shelter).

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to

SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes

discuss human change and growth, using unit blocks to record the height of classroom plants).

between adults and offspring; understands needs of living things in order to live (water, food, sunlight, shelter).

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

5.4 Children observe and investigate the Earth.

SC2 Physical Science, SC4 Earth Science and Environment

5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).

SC2.1(3) With adult prompting and support, investigates and describes how an object's speed and direction can be changed by using different forces (kick, push, pull); experiments with light and sound; identifies and categorizes familiar sounds; experiments and observes how properties of matter can transform or combine (water + dirt; freezing water to ice).

SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).

SC4.2(3) Begins to understand that people share the environment with other people, animals, and plants, and that we must take care of it.

SC4.2(4) Engages in caring for the environment and conservation.

5.5 Children gain experience in using technology.

5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

SC1 Observation and Inquiry, SS4 Government, Economics, and Technology

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

SC1.2(3) Uses simple tools to investigate and gather information (magnifying glass, scale, bug catcher); groups materials according to observed features.

SC1.2(4) Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars).

SS Social Studies, Family, and Life Skills

6.1 Children identify unique characteristics of themselves, their families, and others.

6.1.1 Describe characteristics of oneself, one's family, and others.

4: Social Studies, 5: Social-Emotional Development

SE1 Self-Awareness and Self-Concept, SS3 Culture, Family, and Community

SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

SE1.1(4) Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name

6.1.2 Demonstrate an understanding of family roles and traditions.

SS3.2(3) Understands family roles, relationships, rules, and household jobs

SS3.2(4) Describes family roles, relationships, and rules; begins to learn phone number and address

6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).

SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

6.2 Children become contributing members of the classroom community.

SE2 Trust and Relationships, SS4 Government, Economics, and Technology

6.2.1 Demonstrate understanding of rules by following most classroom routines.

SS4.1(3) Demonstrates growing awareness of and follows classroom, home, and community rules with adult reminders; tells why rules are important
SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

6.2.3 Demonstrate appropriate behavior when collaborating with others.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

6.3 Children demonstrate knowledge of neighborhood and community.

SS2 Geography and Symbolic Representation, SS3 Culture, Family, and Community

6.3.1 Develop an awareness of the physical features of the neighborhood/community.

SS2.1(3) Describes characteristics of things in the environment at school and home; builds roads and houses using blocks; begins to represent people, places, and things through drawings, movements, and construction across learning domains

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

6.3.2 Identify, discuss, and role-play the duties of a range of community workers.

SS3.3(3) Recognizes and identifies some community helpers, parents' jobs, and careers; adopts roles of family and community helpers during dramatic play with realistic props

SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helpers during dramatic play

6.4 Children demonstrate awareness of the cultures within their classroom and community.

6.4.1 Learn about and respect other cultures within the classroom and community.

SS3 Culture, Family, and Community, SS4 Government, Economics, and Technology

SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community
SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

WL World Languages

7.1 Children know that people use different languages (including sign language) to communicate.

7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).

7.1.2 Say simple greetings, words, and phrases in a language other than their own.

7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.

1: Language/Literacy, 4: Social Studies, 9: Dual Language Learners

L2 Expressive Language (Speaking)

L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in

world languages and sign language.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

T Technology

8.1 Navigate simple on screen menus.

8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).

8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.

4: Social Studies

SS4 Government, Economics, and Technology

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

SS4.3(3) Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones, music players, etc.)

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

8.2 Use electronic devices independently.

8.2.1 Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.

SS4 Government, Economics, and Technology

SS4.3(3) Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones, music players, etc.)

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

8.2.3 Turn smart toys on and/or off.

SS4.3(3) Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones, music players, etc.)

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

8.2.4 Recognize that the number keys are in a row on the top of the keyboard.

SS4.3(3) Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones, music players, etc.)

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.

SS4.3(3) Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones, music players, etc.)

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

8.2.6 Use a digital camera to take a picture.

SS4.3(3) Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones, music players, etc.)

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

8.3 Begin to use electronic devices to communicate.

SS4 Government, Economics, and Technology

8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.

SS4.3(3) Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones, music players, etc.)

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or

touchscreen to enter simple words)

8.4 Use common technology vocabulary.

8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

SS4 Government, Economics, and Technology

SS4.3(3) Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones, music players, etc.)

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

8.5 Begin to use electronic devices to gain information.

8.5.1 Use the Internet to explore and investigate questions with a teacher's support.

SS4 Government, Economics, and Technology

SS4.3(3) Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones, music players, etc.)

SS4.3(4) Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

Source: Preschool Teaching and Learning Standards, 2013. New Jersey State Department of Education.