



Standards Alignment

Connecticut's Early Learning & Development Standards Alignment with FunShine Express® Curriculum Ages 3 - 5 Years

| Connecticut's Early Learning & Development Standards | FunShine Early Learning and Development Continuum |
|---|--|
| SE Social and Emotional Development 3 to 4 Years | 4: Social Studies, 5: Social-Emotional Development |
| A. Trusting Relationships | SE2 Trust and Relationships |
| SE.48.1 Engage in interactions with less familiar adults. | SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance |
| B. Managing Separation | SE2 Trust and Relationships |
| SE.48.2 Manage most separations without distress and adjust to new settings in the presence of trusted adult. | SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance |
| C. Regulation of Emotions and Behavior | SE3 Feelings and Emotions, SE4 Self-Regulation |
| SE.48.3 Use strategies to self-soothe with limited adult support. | SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately |
| D. Regulation of Impulses and Behavior | SE3 Feelings and Emotions, SE4 Self-Regulation, SS4 Government, Economics, and Technology |
| SE.48.4 With adult guidance and support, wait for short period of time to get something wanted (e.g., waiting for turn with a toy or waiting for next step in daily routine). | SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately |
| SE.48.5 Make transitions and follow basic schedule, routines and rules with occasional reminders. | SS4.1(3) Demonstrates growing awareness of and follows classroom, home, and community rules with adult reminders; tells why rules are important SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately |
| E. Emotional Expression | SE3 Feelings and Emotions, SE4 Self-Regulation |
| SE.48.6 Express emotions experienced in typical daily routines (e.g., frustration at waiting, excitement about a favored activity, pride) through language and gesturing rather than physical ways. | SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings |

F. Recognition and Response to Emotions in Others

SE3 Feelings and Emotions, SE4 Self-Regulation

SE.48.7 Recognize, label and respond to a wide variety of emotions in 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

SE.48.8 Make connections between emotional reaction of others and own emotional experiences.

SE3.1(3) Acknowledges various emotions and feelings of others; may offer to help meet the needs of others
SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately

G. Sense of Self

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

SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills.

SE1.1(3) Describes self by things they can do and things they have; begins to understand being a part of their family or a classroom; knows and can say first and last name

H. Personal Preferences

SE1 Self-Awareness and Self-Concept

SE.48.10 Recognize and describe themselves in terms of basic preferences.

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

I. Self-Concept and Competency

AL1 Curiosity, Initiative, and Risk-Taking, SE1 Self-Awareness and Self-Concept

SE.48.11 Demonstrate confidence in a range of activities, routines, and tasks and take initiative in attempting unfamiliar tasks.

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

J. Adult Relationships

SE2 Trust and Relationships

SE.48.12 Communicate with familiar adults and accept or request guidance.

SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance

K. Play/Friendship

SE2 Trust and Relationships

SE.48.13 Interact with one or more children (including small groups) beginning to work together to build or complete a project.

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

SE.48.14 Interact with a variety of children in the program.

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

L. Conflict Resolution

SE2 Trust and Relationships, SE3 Feelings and Emotions, SE4 Self-Regulation

SE.48.15 Seek and accept adult help to solve conflicts with peers.

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

4 to 5 Years

A. Trusting Relationships

SE2 Trust and Relationships

SE.60.1 Seek help and approval from a wider array of adults in trusted roles.

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

B. Managing Separation

SE2 Trust and Relationships

SE.60.2 Through expanding relationships with adults (e.g., teacher, play group leader, friends' caregivers), exhibit comfort in exploring more new settings, although they may need to periodically check-in with a familiar adult.

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

C. Regulation of Emotions and Behavior

SE3 Feelings and Emotions, SE4 Self-Regulation

SE.60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family.

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

SE 60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.

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

D. Regulation of Impulses and Behavior

SE3 Feelings and Emotions, SE4 Self-Regulation, SS4 Government, Economics, and Technology

SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.

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

SE.60.6 Initiate previously- taught strategies to help delay gratification (e.g., sets up turn-taking with a peer, finds a book to read while waiting for a special activity).

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

SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines.

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

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

E. Emotional Expression

SE3 Feelings and Emotions, SE4 Self-Regulation

SE.60.8 Describe emotions and feelings to trusted adults and peers.

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

F. Recognition and Response to Emotions in Others

SE3 Feelings and Emotions, SE4 Self-Regulation

SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g., say "thank you," share with others, notice issues of fairness).

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

SE.60.10 Begin to understand that different people may have different emotional reactions.

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

others

G. Sense of Self

SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates).

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

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

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

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

H. Personal Preferences

SE.60.12 Describe self by referring to preferences, thoughts and feelings.

SE1 Self-Awareness and Self-Concept

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

I. Self-Concept and Competency

SE.60.13 Demonstrate increased confidence and a willingness to take risks when attempting new tasks and making decisions regarding activities and materials.

AL1 Curiosity, Initiative, and Risk-Taking, SE1 Self-Awareness and Self-Concept

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

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

SE.60.14 Show pride in accomplishments and abilities.

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

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

J. Adult Relationships

SE.60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits, etc.

SE2 Trust and Relationships

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

K. Play/Friendship

SE.60.16 Cooperate with peers through sharing and taking turns.

SE2 Trust and Relationships

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

SE.60.17 Increasingly invested in the responses and friendship of peers and modify behavior to enhance peer relationships.

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

SE.60.18 Seek help from peers and offers assistance when it is appropriate.

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

L. Conflict Resolution

SE.60.19 Engage in developing solutions and work to resolve conflict with peers.

SE2 Trust and Relationships, SE3 Feelings and Emotions, SE4 Self-Regulation

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

PH Physical Development and Health

3 to 4 Years

7: Physical Development and Health

A. Mobility

PH.48.1 Walk up and down stairs alternating feet while carrying an object.

PD1 Physical Health, Growth, PD2 Gross Motor Development

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)

B. Large Muscle Movement and Coordination

PH.48.2 Combine several gross motor skills in an organized way, such as moving through an obstacle course or participating in a creative movement activity following directives.

PD2 Gross Motor Development

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)

PH.48.3 Hop on one foot.

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)

PH.48.4 Kick ball at target a short distance away with accuracy and speed.

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

PH.48.5 Throw small ball overhand at target a short distance away with accuracy.

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

C. Visual Motor Integration

PD2 Gross Motor Development, PD3 Fine Motor Development

PH.48.6 Use smaller objects with precision (e.g., put small pegs in light board, use large needle to sew, use scissors to cut on curved line, etc.)

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

PD3.3(3) Uses tools requiring small muscle dexterity (crayons, markers, scissors to cut straight lines, eating utensils)

D. Small Muscle Movement and Coordination

PD3 Fine Motor Development

PH.48.7 Use writing/ drawing tools with increased precision to draw simple shapes, pictures and/or letter. May have immature pencil grasp with 3-5 fingers on pencil shaft.

PD3.3(3) Uses tools requiring small muscle dexterity (crayons, markers, scissors to cut straight lines, eating utensils)

E. Feeding Routines/Nutrition

PD1 Physical Health, Growth

PH.48.8 Pour liquid from a small pitcher.

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.)

F. Safety and Responsibility

PH.48.9 Understand basic safety rules at home and in familiar settings (e.g., school, library, and playground). Generally follow rules and bring other children's rule-breaking to the attention of adults.

PD4 Safety Awareness and Self-Care, SS4 Government, Economics, and Technology

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

SS4.1(3) Demonstrates growing awareness of and follows classroom, home, and community rules with adult reminders; tells why rules are important

G. Dressing and Hygiene

PH.48.10 Manage most aspects of dressing, toileting, hand washing, and tooth brushing independently with minimal caregiver reminders to guide and support.

PD4 Safety Awareness and Self-Care

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)

H. Physical Activity

PH.48.11 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day.

PD1 Physical Health, Growth

PD1.1(3) Chooses to participate in active play and exercise for extended periods of time; develops strength, flexibility, and stamina; plays familiar games

I. Healthy Behaviors

PH.48.12 Name examples of healthy practice including hygiene, nutrition and sleep.

PD1 Physical Health, Growth, PD4 Safety Awareness and Self-Care

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)

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.)

4 to 5 Years

A. Mobility

PH.60.1 Alternate direction while running and stop easily without losing balance.

PD1 Physical Health, Growth, PD2 Gross Motor Development

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)

B. Large Muscle Movement and Coordination

PH.60.2 Coordinate more complex movements with increasing control, balance, and accuracy (e.g., climbing on playground equipment, pumping a swing, hopscotch, riding tricycle).

PD2 Gross Motor Development

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)

C. Visual Motor Integration

PH.60.3 Use coordinated movements to manipulate materials, including cutting and drawing with control and using appropriate hand position to manipulate objects (e.g., thumb up position while using scissors).

PD2 Gross Motor Development, PD3 Fine Motor Development

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)

D. Small Muscle Movement and Coordination

PH.60.4 Have sufficient control of writing implements to copy simple forms or geometric shapes and write some letters (e.g., may write own name since these are most familiar).

PD3 Fine Motor Development

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)

PH.60.5 Use a mature pencil grasp with 3 fingers on writing implement.

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)
PD3.3(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)

E. Feeding Routines/Nutrition

PH.60.6 Use butter knife to spread and cut. Open most containers to remove food.

PD1 Physical Health, Growth

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.)

F. Safety and Responsibility

PH.60.7 Understand the reason for most basic safety rules at home, in familiar settings, and in the community.

PD4 Safety Awareness and Self-Care, SS4 Government, Economics, and Technology

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

G. Dressing and Hygiene

PH.60.8 Typically manage own dressing, toileting, and basic hygiene.

PD4 Safety Awareness and Self-Care

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.)

H. Physical Activity

PH.60.9 Demonstrate increasing strength and endurance sufficient to actively engage in 60 minutes of moderate to vigorous physical activity spread over the course of a day.

PD1 Physical Health, Growth

PD1.1(4) Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games

I. Healthy Behaviors

PH.60.10 Identify healthy practices including hygiene, nutrition and sleep.

PD1 Physical Health, Growth, PD4 Safety Awareness and Self-Care

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.)
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.)

L Language and Literacy

3 to 4 Years

1: Language/Literacy

A. Word Comprehension

L.48.1 Understand words or signs for objects, actions, and visible attributes found frequently in both real and symbolic contexts.

L1 Receptive Language (Listening)

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.

B. Language Comprehension

L.48.2 Understand increasingly complex sentences that include 2-3 concepts (e.g., "Put the blue paper under the box.").

L1 Receptive Language (Listening)

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.

C. Vocabulary

L.48.3 Use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.

L2 Expressive Language (Speaking)

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.

L.48.4 Use simple pronouns (e.g., I, me, you, mine, he, she).

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.

L2.2(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.

L.48.5 Begin to use some words that are not a part of everyday conversational speech but that are learned through books and personal experiences (e.g., gigantic, rapidly, frustrated, transportation, race or jog).

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.

D. Expression of Ideas, Feelings and Needs

L.48.6 Communicate about current or removed events and/or objects.

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.

L.48.7 Use increasingly longer, complex sentences that combine phrases or concepts to communicate ideas.

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.

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

E. Language Structure

L2 Expressive Language (Speaking)

L.48.8 Use basic grammar rules including irregular past tense and questions.

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

L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults.

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.

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

F. Conventions of Conversation

L2 Expressive Language (Speaking)

L.48.10 Maintain a topic of conversation over the course of several turns.

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.

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

G. Language for Interaction

L2 Expressive Language (Speaking)

L.48.11 Answer simple who, what, where, and why questions.

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.

H. Interest and Engagement with Books

L3 Foundational Reading

L.48.12 Select fiction and non-fiction books to be read and attend with interest.

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).

I. Understanding of Stories or Information

L3 Foundational Reading

L.48.13 Demonstrate comprehension through retelling with use of pictures and props, acting out main events, or sharing information learned from nonfiction text.

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).

L3.2(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.

L.48.14 Ask and answer simple who, what, where, and why questions related to story or text.

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.

L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures.

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).

J. Book Concepts

L3 Foundational Reading

L.48.16 Look at pages of a book from left to right (or according to conventions of home language).

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).

L.48.17 Recognize that print represents spoken words (e.g., first name in print, environmental labels).

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.

K. Print Concepts

L.48.18 Identify some printed words and/or common symbols (e.g., bathroom signs) in the context of the environment.

L3 Foundational Reading

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.

L. Letter Recognition

L.48.19 Recognize some letters especially those in one's own name.

L3 Foundational Reading

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.

M. Phonological Awareness

L.48.20 Recognize rhyming words in songs, chants, or poems.

L3 Foundational Reading

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).

L.48.21 Identify when initial sounds in words are the same.

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).

L.48.22 Distinguish individual words in a sentence.

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).

N. Drawing and Writing

L.48.23 Draw or "write" to convey an idea, event, or story. "Writing" involves scribbles, letters, and/or letter-like shapes (e.g., make pretend list, or use their words to dictate a message to communicate with others).

L4 Writing

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).

L.48.24 Writing is distinct from drawing; combine scribbles with letter-like forms.

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).

4 to 5 Years

A. Word Comprehension

L.60.1 Understand an increasing variety and specificity of words for objects, actions, and attributes encountered in both real and symbolic contexts.

L1 Receptive Language (Listening)

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.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects.

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.

B. Language Comprehension

L.60.3 Understand increasingly complex sentences that include 3-4 concepts (e.g., "Plants are living things that will not survive without soil, sunlight, and water.")

L1 Receptive Language (Listening)

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.

C. Vocabulary

L.60.4 Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

L2 Expressive Language (Speaking)

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.60.5 Use more complex words learned through books and personal experiences (e.g., label favorite shirt as chartreuse, or know that a paleontologist studies dinosaurs).

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.

D. Expression of Ideas, Feelings and Needs

L2 Expressive Language (Speaking)

L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer").

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

E. Language Structure

L2 Expressive Language (Speaking)

L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.

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

L.60.8 Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

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.

F. Conventions of Conversation

L2 Expressive Language (Speaking)

L.60.9 Initiate, maintain, and end conversations by repeating what other person says and/or by asking questions.

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.

G. Language for Interaction

L2 Expressive Language (Speaking)

L.60.10 Use language to share idea and gain information.

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.

H. Interest and Engagement with Books

L3 Foundational Reading

L.60.11 Independently choose to "read" books and select a variety of texts including fiction and nonfiction.

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).

I. Understanding of Stories or Information

L3 Foundational Reading

L.60.12 With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from 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).
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).

L.60.13 Identify main components of a story or text (the major plot, points of a story or the main topic of an 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).

L.60.14 Use connections between self and character, experience, and emotions to increase comprehension.

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).

J. Book Concepts

L3 Foundational Reading

L.60.15 Know how print is read (e.g., left to right, top to bottom, front to back or according to convention of home language).

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).

L.60.16 Know that books have titles, authors, illustrators, or photographers.

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).

L.60.17 Recognize words as a unit of print and that letters are grouped to form words.

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.

K. Print Concepts

L3 Foundational Reading

L.60.18 Identify some familiar printed words out of context.

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.

L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text.

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.

L. Letter Recognition

L.60.20 Recognize and name known letters of the alphabet in familiar and unfamiliar words.

L3 Foundational Reading

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.

L.60.21 Make some letter-sound connections.

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.

M. Phonological Awareness

L.60.22 Produce rhyming words or words that have same initial sound.

L3 Foundational Reading

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).

L.60.23 Recognize which words in a set of words begin with the same 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).

L.60.24 Distinguish syllables in words.

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).

N. Drawing and Writing

L.60.25 Draw original stories with a beginning, middle, and end.

L4 Writing

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.60.26 Use early developmental spelling; may use one letter for the initial or final sound to represent whole word.

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.

CA Creative Arts

8: Creative Arts

3 to 4 Years

A. Music

CA2 Music

CA.48.1 Adapt to changes in the basic qualities of music and move in more organized ways to same/ different qualities of music.

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

CA.48.2 Imitate or spontaneously sing an entire verse of song.

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

CA.48.3 Initiate new musical activities with voices or instruments (e.g., apply words, initiate their own listening and movement experiences with some adult assistance).

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

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

CA.48.4 Spontaneously sing songs and/or songs with gestures.

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

B. Visual Arts

CA1 Visual Arts

CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge.

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

C. Drama

CA4 Dramatic Play and Imagination

CA.48.6 Act out simple scenarios, taking on a familiar role for brief periods during dramatic play.

CA4.1(3) Participates in creative dramatic play and make believe across learning domains

CA4.2(3) Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)

D. Dance

CA3 Movement and Dance

CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (e.g., jumping from one place to another, combining several movements like hopping, turning, stamping feet).

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

E. Appreciation of the Arts

CA.48.8 Respond to the materials, techniques, ideas and emotions of artworks (2-D & 3-D (e.g., explain a picture or sculpture including several details).

CA1 Visual Arts, CA2 Music, CA3 Movement and Dance, CA4 Dramatic Play and Imagination

CA1.2(3) Shows interest in others' art; may comment on the works of others with prompting

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

CA.48.9 Demonstrate increased appreciation of the work of others and identify preferences.

CA1.2(3) Shows interest in others' art; may comment on the works of others with prompting

4 to 5 Years

A. Music

CA.60.1 Initiate new musical activities with voices/instruments (e.g., apply new words, add instruments to familiar song).

CA2 Music

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

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

CA.60.2 Invent own music (e.g., through humming, singing, creating rhythms, etc.)

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

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

CA.60.3 Play with familiar rhythms and patterns in a novel way e.g., explore, and initiate pitch (high/low), rhythm (patterns), and dynamics (loud/soft).

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

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

CA.60.4 Create music using their voices and/or a variety of instruments and materials.

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

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

B. Visual Arts

CA1 Visual Arts

CA.60.5 Use a variety of tools and materials to represent ideas through 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

C. Drama

CA4 Dramatic Play and Imagination

CA.60.6 Assume elaborate roles in dramatic play situations (e.g., may play multiple roles or may stay in character for extended periods of time).

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

CA.60.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.

CA4.2(4) Uses props in increasingly creative ways in dramatic play (molds playdough to represent a phone)

D. Dance

CA3 Movement and Dance

CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (e.g., use movement to represent leaves falling off trees- sway arms, wiggle fingers, stretch, fall to ground).

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

E. Appreciation of the Arts

CA1 Visual Arts, CA2 Music, CA3 Movement and Dance, CA4 Dramatic Play and Imagination

CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy).

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

M Mathematics

2: Math

3 to 4 Years

A. Number Names

M1 Number Sense, Quantity, and Operations

M.48.1 Say or sign the number sequence up to at least 10.

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.).

B. Cardinality

M1 Number Sense, Quantity, and Operations

M.48.2 Count up to at least five objects using one-to-one correspondence, using the number name of the last object counted to represent the total number of objects in a set.

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.).

M.48.3 Count out a set of objects up to 4.

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.).

C. Written Numerals

M1 Number Sense, Quantity, and Operations

M.48.4 Recognize written numerals up to at least five.

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.).

D. Recognition of Quantity

M1 Number Sense, Quantity, and Operations

M.48.5 Recognize and name, without counting, the number of objects in small groups of at least 3 or 4 objects.

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.).

E. Comparison

M1 Number Sense, Quantity, and Operations, M2 Geometry and Spatial Sense, M3 Measurement and Data

M.48.6 Compare sets of 1-5 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.

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.).

F. Number Operations

M.48.7 Understand that adding to (or taking away) one or more objects from a group will increase or decrease the objects in the group.

M1 Number Sense, Quantity, and Operations

M1.2(3) Understands adding objects to a group makes it larger and taking away objects from a group makes it smaller.

G. Measurement

M.48.8 Recognize measurable attribute of an object such as length, weight or capacity.

M3 Measurement and Data

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.

H. Data

M.48.9 Sort objects into two groups, counts, and compare the quantity of the groups formed (e.g., indicates which is more).

M1 Number Sense, Quantity, and Operations, M3 Measurement and Data, M4 Patterns, Sorting/Classifying, Reasoning

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

I. Sorting and Classifying

M.48.10 Sort and classify objects by one attribute into two or more groups (e.g., color, size, shape).

M4 Patterns, Sorting/Classifying, Reasoning

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

J. Spatial Relationships

M.48.11 Use positional vocabulary (e.g., up/down, in/out, on/off, under) to identify and describe the location of an object.

M2 Geometry and Spatial Sense

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 place to place.

K. Identification of Shapes

M.48.12 Identify 2-dimensional shapes (starting with familiar shapes such as circle and triangle) in different orientations and sizes.

M2 Geometry and Spatial Sense

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.

L. Composition of Shapes

M.48.13 Combine two or more shapes to create a new shape or to represent an object in the environment.

M2 Geometry and Spatial Sense

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.

4 to 5 Years

A. Number Names

M.60.1 Say or sign the number sequence up to at least 20.

M1 Number Sense, Quantity, and Operations

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.).

B. Cardinality

M.60.2 Count up to 10 objects using one-to-one correspondence, regardless of configuration, using the number name of the last object counted to represent the total number of objects in a set.

M1 Number Sense, Quantity, and Operations

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.).

M.60.3 Count out a set of objects up to 5.

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.).

C. Written Numerals

M.60.4 Recognize written numerals up to at least 10.

M1 Number Sense, Quantity, and Operations

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.).

D. Recognition of Quantity

M.60.5 Quickly recognize and name, without counting, the number of objects in collections of up to at least five items.

M1 Number Sense, Quantity, and Operations

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.).

E. Comparison

M.60.6 Compare sets of up to 10 objects using a visual matching or counting strategy and describing the comparison as more, less than, or the same.

M1 Number Sense, Quantity, and Operations, M2 Geometry and Spatial Sense, M3 Measurement and Data

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.).

F. Number Operations

M.60.7 Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through 5.

M1 Number Sense, Quantity, and Operations

M1.2(4) Understands adding and subtracting from a set; begins to understand dividing sets into parts up to fourths.

M.60.8 Recognize and describe parts contained in larger numbers by composing number combinations up to at least five (e.g., recognize how many have been secretly taken away from a group of five objects).

M1.2(4) Understands adding and subtracting from a set; begins to understand dividing sets into parts up to fourths.

G. Measurement

M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount).

M3 Measurement and Data

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).

M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects); may use comparison, standard or non-standard measurement tools.

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).

H. Data

M1 Number Sense, Quantity, and Operations, M3 Measurement and Data, M4 Patterns, Sorting/Classifying, Reasoning

M.60.11 Represent data using a concrete object or picture graph according to one 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).

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.

I. Sorting and Classifying

M4 Patterns, Sorting/Classifying, Reasoning

M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule; can re-sort and classify the same set of objects based on a different attribute.

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.

J. Spatial Relationships

M2 Geometry and Spatial Sense

M.60.13 Use relational vocabulary of proximity (e.g., beside, next to, between, above, below, over and under) to identify and describe the location of an object.

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.

K. Identification of Shapes

M.60.14 Identify and describe a variety of 2-dimensional and 3-dimensional shapes with mathematical names (e.g., ball/sphere, box/rectangular prism, can/cylinder) regardless of orientation and size.

M2 Geometry and Spatial Sense

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.

L. Composition of Shapes

M.60.15 Complete a shape puzzle or a new figure by putting multiple shapes together with purpose.

M2 Geometry and Spatial Sense

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.

S Science

3 to 4 Years

3: Science, 6: Approaches to Learning

A. Questioning and Defining Problems

S.48.1 Ask more detailed questions including the relationship between two things or cause and affect relationships.

AL2 Creative Thinking, Problem-Solving, Reasoning, SC1 Observation and Inquiry

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

B. Investigating

S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials.

AL2 Creative Thinking, Problem-Solving, Reasoning, SC1 Observation and Inquiry

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

C. Using Evidence

S.48.3 Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died").

SC1 Observation and Inquiry

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

D. Design Cycle

S.48.4 Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem.

AL2 Creative Thinking, Problem-Solving, Reasoning, SC1 Observation and Inquiry

AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders

E. Unity and Diversity of Life

S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups.

SC3 Life Science

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).

S.48.6 Recognize changes in living things over their lifespan by observing similarities and difference between babies and adults.

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).

F. Living Things and Their Interactions with the Environment and Each Other

S.48.7 Explore how animals depend upon the environment for food, water and shelter.

SC3 Life Science, SC4 Earth Science and Environment

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).

G. Energy, Force and Motion

S.48.8 Investigate how objects' speed and direction can be varied.

SC2 Physical Science

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).

H. Matter and its Properties

S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength).

SC2 Physical Science

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).

I. Earth's Features and the Effects of Weather and Water

S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., rain over a period of days causes flooding, sunny days cause the flower bed to dry out).

SC4 Earth Science and Environment

SC4.1(3) Names objects seen in the sky and describes features of the earth and sky and differences between day and night; describes common weather conditions in current season.

S.48.11 Investigate how water interacts with other earth materials (e.g., sand, dirt, pebbles).

SC4.1(3) Names objects seen in the sky and describes features of the earth and sky and differences between day and night; describes common weather conditions in current season.

J. Earth and Human Activity

S.48.12 Investigate how humans use design solutions to adapt natural resources to meet basic needs (e.g., cut trees to build houses, make applesauce out of apples).

PD1 Physical Health, Growth, SC3 Life Science, SC4 Earth Science and Environment

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).

4 to 5 Years

A. Questioning and Defining Problems

S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., "We need to figure out how to reach that shelf, but we aren't allowed to stand on the chairs).

AL2 Creative Thinking, Problem-Solving, Reasoning, SC1 Observation and Inquiry

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

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.

B. Investigating

AL2 Creative Thinking, Problem-Solving, Reasoning, SC1 Observation and Inquiry

S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships.

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

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.

S.60.3 Gather data by drawing, counting or otherwise documenting 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.

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

C. Using Evidence

SC1 Observation and Inquiry

S.60.4 Give evidence from observations or investigations.

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.

S.60.5 Begin to distinguish evidence from opinion.

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.

D. Design Cycle

S.60.6 Identify a problem and, with adult assistance, design a solution, test, and refine design elements.

AL2 Creative Thinking, Problem-Solving, Reasoning, SC1 Observation and Inquiry

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
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.

E. Unity and Diversity of Life

S.60.7 Group and classify living things based upon features, providing evidence to support groupings.

SC3 Life Science

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).

S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).

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).

F. Living Things and Their Interactions with the Environment and Each Other

S.60.9 Provide examples of how animals depend on plants and other animals for food.

SC3 Life Science, SC4 Earth Science and Environment

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).

G. Energy, Force and Motion

S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move.

SC2 Physical Science

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).

S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction.

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).

H. Matter and its Properties

S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties.

SC2 Physical Science

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).

S.60.13 Observe how heating and cooling cause changes to properties of materials (e.g., ice melts when we bring it inside, plastic becomes brittle when it is left outside in the cold).

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).

I. Earth's Features and the Effects of Weather and Water

S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., the stream has greater water flow after snow melts).

SC4 Earth Science and Environment

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.

J. Earth and Human Activity

S.60.15 Explore how humans' use of natural resources impacts the environment (e.g., if we catch all the salmon, this can no longer be a food source; cutting down trees can cause erosion).

PD1 Physical Health, Growth, SC3 Life Science, SC4 Earth Science and Environment

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).

SC3.2(4) Shows respect and cares for living things (water plants; cares for class pets).

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

conservation.

C Cognition

2: Math, 3: Science, 4: Social Studies, 6: Approaches to Learning

3 to 4 Years

A. Curiosity and Initiative

AL1 Curiosity, Initiative, and Risk-Taking

C.48.1 Explore and investigate a variety of experiences and topics using different materials.

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

B. Engagement with Environment, People and Objects

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

C.48.2 Maintain interest in exploring specific topics over time.

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

C. Eagerness to Learn

AL1 Curiosity, Initiative, and Risk-Taking, AL3 Attention, Engagement, and Persistence, SE1 Self-Awareness and Self-Concept

C.48.3 Seek out new challenges and novel experiences.

AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently
AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions

D. Cooperation with Peers in Learning Experiences

AL3 Attention, Engagement, and Persistence, SE2 Trust and Relationships, SE3 Feelings and Emotions

C.48.4 Engage in and complete learning activities with peers.

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

C.48.5 Help and cooperate in group.

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

E. Cause and Effect

C.48.6 Manipulate materials and communicate about the impact of own actions.

AL2 Creative Thinking, Problem-Solving, Reasoning

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

F. Attributes, Sorting and Patterns

C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud, or soft sound).

AL2 Creative Thinking, Problem-Solving, Reasoning, M2 Geometry and Spatial Sense, M3 Measurement and Data, M4 Patterns, Sorting/Classifying, Reasoning

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

C.48.8 Recognize patterns in routines, objects, and/or sounds and replicate sequence using objects or language.

M4.1(3) Recognizes patterns telling what comes next; duplicates simple patterns; identifies pattern groups; seriates a group of like objects (small, medium, large; light, dark).

G. Problem Solving

C.48.9 Think of and try an alternative strategy when a first attempt at solving a problem is unsuccessful.

AL2 Creative Thinking, Problem-Solving, Reasoning

AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders

H. Symbolic Representation

C.48.10 Use or make a prop to represent an object (e.g., build a telephone).

CA4 Dramatic Play and Imagination, SS2 Geography and Symbolic Representation

CA4.2(3) Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)

C.48.11 Act out actions or scenarios involving familiar roles (e.g., teacher, doctor, or firefighter).

CA4.1(3) Participates in creative dramatic play and make believe across learning domains

CA4.2(3) Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)

C.48.12 Represent people, places, or things through simple drawings, movements, and three-dimensional construction.

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

I. Choosing and Planning

AL2 Creative Thinking, Problem-Solving, Reasoning, SE1 Self-Awareness and Self-Concept

C.48.13 With adult assistance, choose activities and plan what to do.

SE1.2(3) Expresses preferences; chooses activities that are preferred or come easily
AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders

J. Task Persistence

AL3 Attention, Engagement, and Persistence

C.48.14 Continue working through moderately difficult activities, despite some frustration.

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

K. Cognitive Flexibility

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning

C.48.15 With adult assistance, stop and consider alternatives when encountering a problem.

AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders

L. Working Memory

AL4 Memory and Reflection

C.48.16 Engage in games that involve remembering (e.g., memory).

AL4.1(3) Recalls and applies routine knowledge (looks for seatbelt in vehicle, expects ball to come back when bounced); plays memory games

M. Regulation of Attention and Impulses

AL3 Attention, Engagement, and Persistence, SE3 Feelings and Emotions, SE4 Self-Regulation

C.48.17 Maintain focus on high-interest activities in the face of minor social or sensory distractions.

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

C.48.18 With adult reminders can briefly inhibit initial response (e.g., stop imitating inappropriate behaviors of peers, wait turn to respond to question or prompt in group setting).

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

4 to 5 Years

A. Curiosity and Initiative

AL1 Curiosity, Initiative, and Risk-Taking

C.60.1 Investigate ways to make something happen.

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

B. Engagement with Environment, People and Objects

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

C.60.2 Express interest in learning about a specific topic over time.

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

C.60.3 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high interest activities 15 minutes or longer.

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

C. Eagerness to Learn

AL1 Curiosity, Initiative, and Risk-Taking, AL3 Attention, Engagement, and Persistence, SE1 Self-Awareness and Self-Concept

C.60.4 Show pride in accomplishment when reaching mastery of a skill and share experiences with others.

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
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

D. Cooperation with Peers in Learning Experiences

AL3 Attention, Engagement, and Persistence, SE2 Trust and Relationships, SE3 Feelings and Emotions

C.60.5 Plan and complete learning activity with a peer.

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

C.60.6 Model or teach peers how to use materials or complete a task.

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

E. Cause and Effect

AL2 Creative Thinking, Problem-Solving, Reasoning

C.60.7 Try multiple uses of same materials and observe differing results.

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

F. Attributes, Sorting and Patterns

AL2 Creative Thinking, Problem-Solving, Reasoning, M2 Geometry and Spatial Sense, M3 Measurement and Data, M4 Patterns, Sorting/Classifying, Reasoning

C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less).

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

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).

C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)

M4.1(4) Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).

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.

C.60.10 Begin to question accuracy of information and sources as evidenced by sharing conflicting information from another source (e.g., when the teacher mentions that together, tells teacher, "my dad says").

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

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.

G. Problem Solving

C.60.11 Try multiple strategies to solve a problem and draw on multiple resources (e.g., look at what a peer is doing for ideas).

AL2 Creative Thinking, Problem-Solving, Reasoning

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

H. Symbolic Representation

C.60.12 Use dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand).

CA4 Dramatic Play and Imagination, SS2 Geography and Symbolic Representation

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)

C.60.13 Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality.

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

C.60.14 Represent people, places, or things through drawings, movements, and/or three dimensional constructions that are increasingly abstract (e.g., may draw a map that includes an "X" that marks the location of the treasure).

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.

I. Choosing and Planning

C.60.15 Make a plan, follow through, and review plan based on what they actually did. Indicate reasons for choice, set goals, and follow plan.

AL2 Creative Thinking, Problem-Solving, Reasoning, SE1 Self-Awareness and Self-Concept

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

AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders

J. Task Persistence

C.60.16 Complete longer term and more complex tasks with a focus on the goal, despite frustration.

AL3 Attention, Engagement, and Persistence

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

K. Cognitive Flexibility

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning

C.60.17 Generate or seek out multiple solutions to a problem.

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

L. Working Memory

AL4 Memory and Reflection

LR.60.18 Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.")

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

M. Regulation of Attention and Impulses

AL3 Attention, Engagement, and Persistence, SE3 Feelings and Emotions, SE4 Self-Regulation

C.60.19 Engage in preferred and some non-preferred activities for longer periods of time. Remain with some high-interest activities 15 minutes or longer

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

C.60.20 Typically resists impulses and can wait longer to respond in more structured settings (e.g., at a restaurant, in circle time in preschool).

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

SS Social Studies

4: Social Studies, 5: Social-Emotional Development

3 to 4 Years

A. Individual Development and Identity

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

SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)

SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community
SE1.1(3) Describes self by things they can do and things they have; begins to understand being a part of their family or a classroom; knows and can say first and last name

SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers).

SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community
SS3.2(3) Understands family roles, relationships, rules, and household jobs

B. Culture

SS3 Culture, Family, and Community

SS.48.3 Identify cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.)

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

C. Power, Authority, and Governance

SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community, and/or classroom.

SS4 Government, Economics, and Technology

SS4.1(3) Demonstrates growing awareness of and follows classroom, home, and community rules with adult reminders; tells why rules are important

D. People, Places, and Environments

SS.48.5 Demonstrate awareness that people share the environment with other people, animals, and plants and have the responsibility to care for them.

SC3 Life Science, SC4 Earth Science and Environment, SS2 Geography and Symbolic Representation, SS3 Culture, Family, and Community

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.

SS.48.6 Describe, draw, or construct aspects of the geography of the classroom and/or home.

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

E. Civic Deals and Practices

SS.48.7 Participate in jobs and responsibilities at home, classroom, or community.

SS4 Government, Economics, and Technology

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

F. Individuals, Groups, and Institutions

SS.48.8 Demonstrate awareness of a variety of jobs in their community and the work associated with them through conversation and/or play.

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

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

G. Production, Distribution, and Consumption

SS4 Government, Economics, and Technology

SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play.

SS4.2(3) Understands that adults must work to earn money and that money is used to pay for goods and services; develops awareness of difference between needs and wants and identifies ways to fulfill them through conversation and dramatic play

H. Science, Technology, and Society

SS.48.10 Understand the use of tools, including technology, for a variety of purposes.

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.)

I. Time, Continuity, and Change

SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow).

SS1 History and Events

SS1.1(3) Shows awareness of concepts of time/sequence of events and sequence of routines (bedtime, lunchtime, morning, night); uses terms such as time of day, yesterday, today, tomorrow; begins to understand change over time when applied to self (own growth)

SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed.

SS1.1(3) Shows awareness of concepts of time/sequence of events and sequence of routines (bedtime, lunchtime, morning, night); uses terms such as time of day, yesterday, today, tomorrow; begins to understand change over time when applied to self (own growth)

4 to 5 Years

A. Individual Development and Identity

SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families.

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

B. Culture

SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter).

SS3 Culture, 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

C. Power, Authority, and Governance

SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community, and/or classroom.

SS4 Government, Economics, and Technology

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

D. People, Places, and Environments

SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling.

SC3 Life Science, SC4 Earth Science and Environment, SS2 Geography and Symbolic Representation, SS3 Culture, Family, and Community

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

SS.60.5 Describe, draw, or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)

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.

E. Civic Deals and Practices

SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets).

SS4 Government, Economics, and Technology

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

F. Individuals, Groups, and Institutions

SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers.

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

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

G. Production, Distribution, and Consumption

SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs.

SS4 Government, Economics, and Technology

SS4.2(4) Understands payment for goods and services comes in different forms; differentiates between needs and wants and explains how to fulfill them

H. Science, Technology, and Society

SS.60.9 Begin to be aware of technology and how it affects life.

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)

I. Time, Continuity, and Change

SS.60.10 Demonstrate a beginning understanding of past, present, and future as it relates to one's self, family, and community.

SS1 History and Events

SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing, or playing, about expanding topics such as their own growth and family history.

SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

SS1.1(3) Shows awareness of concepts of time/sequence of events and sequence of routines (bedtime, lunchtime, morning, night); uses terms such as time of day, yesterday, today, tomorrow; begins to understand change over time when applied to self (own growth)

DLL Dual Language Development

A. Comprehension of Information Presented Orally

DLL.B.1 Demonstrate an understanding of words related to basic and advanced concepts in L1 that are appropriate for their age; may understand a few words in L2.

1: Language/Literacy, 9: Dual Language Learners

DL1 Receptive Language (Listening and Understanding), L1 Receptive Language (Listening)

DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud

DLL.M.1 Demonstrate listening comprehension of familiar information and concepts in L2, especially with visual and verbal supports (e.g., repetition of information, clarification).

DL1.1(M) Follows simple routine directions in second language with adult support; listens and participates in rhyming activities to hear the patterns in language; understands some common words in simple picture books read aloud

DLL.L.1 Demonstrate listening comprehension of familiar and unfamiliar content and concepts in L2 with continued and appropriate support (including the use of contextual clues real experiences, concrete objects, visual/films, etc.)

DL1.1(L) Follows one- and two-step oral directions in second language with adult support; gains meaning and responds to texts read aloud with adult and context clue support; gains meaning from conversations with others

B. Comprehension of Oral Instructions, Questions and Prompts

DLL.B.2 Respond to directions, prompts and questions in L1 and acknowledge or respond nonverbally to common words or phrases in L2 when accompanied by gestures and contextual cues.

DLL.M.2 Begin to respond to age appropriate routine directions, prompts and familiar questions in L2, especially when there are contextual clues.

DLL.L.2 Respond to age appropriate directions, prompts and questions in L2, including multi-step directions with continued and appropriate support (including the use of contextual clues real experiences, concrete objects, visual/films, etc.)

DL1 Receptive Language (Listening and Understanding), L1 Receptive Language (Listening)

DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud

DL1.1(M) Follows simple routine directions in second language with adult support; listens and participates in rhyming activities to hear the patterns in language; understands some common words in simple picture books read aloud

DL1.1(L) Follows one- and two-step oral directions in second language with adult support; gains meaning and responds to texts read aloud with adult and context clue support; gains meaning from conversations with others

C. Vocabulary

DLL.B.3 Demonstrate growing vocabulary in L1 while beginning to attend to L2 language, relying on simplified speech and visual or non-verbal cues or the actual objects.

DLL.M.3 Demonstrate understanding of familiar words and simple phrases in L2, especially objects, actions, and basic common social vocabulary.

DLL.L.3 Comprehend and respond to increasingly complex and varied L2 vocabulary with continued and appropriate support (including the use of contextual clues real experiences, concrete objects, visual/films, etc.)

DL1 Receptive Language (Listening and Understanding), DL2 Expressive Language (Speaking Second Language)

DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

DL1.1(M) Follows simple routine directions in second language with adult support; listens and participates in rhyming activities to hear the patterns in language; understands some common words in simple picture books read aloud

DL1.1(L) Follows one- and two-step oral directions in second language with adult support; gains meaning and responds to texts read aloud with adult and context clue support; gains meaning from conversations with others
DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more

complex questions in second language with adult support

D. Pronunciation and Intonation Patterns

DL1 Receptive Language (Listening and Understanding), DL2 Expressive Language (Speaking Second Language), L1 Receptive Language (Listening)

DLL.B.4 Demonstrate an age appropriate understanding of intonation patterns in L1 and recognize a couple of basic patterns in L2 (e.g. intonation used for question versus statement in English).

DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud

DLL.M.4 Respond appropriately to an increasing number of basic intonations patterns in L2 (e.g., can follow and use intonation of songs with or without the correct words).

DL1.1(M) Follows simple routine directions in second language with adult support; listens and participates in rhyming activities to hear the patterns in language; understands some common words in simple picture books read aloud

DLL.L.4 Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations and commands in L2; May still demonstrate difficulty hearing some sounds.

DL1.1(L) Follows one- and two-step oral directions in second language with adult support; gains meaning and responds to texts read aloud with adult and context clue support; gains meaning from conversations with others

E. Conversations and Discussions

DL1 Receptive Language (Listening and Understanding)

DLL.B.5 Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact (if culturally relevant) and attending to gestures.

DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud

DLL.M.5 Use age-appropriate listening strategies during conversations and discussions, asking on-topic questions with support.

DL1.1(M) Follows simple routine directions in second language with adult support; listens and participates in rhyming activities to hear the patterns in language; understands some common words in simple picture books read aloud

DLL.L.5 Attend to speaker during conversation and discussion in L2, responding appropriately with continued and appropriate support (including the use of contextual clues, real experiences, concrete objects, visual/films, etc.)

DL1.1(L) Follows one- and two-step oral directions in second language with adult support; gains meaning and responds to texts read aloud with adult and context clue support; gains meaning from conversations with others

F. Communication of Needs

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking)

DLL.B.6 May use L1 or L2 to attempt to communicate; in L2 dominant environments may rely on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

DLL.M.6 Combine nonverbal and some verbal communication in L2 to be understood by others (may use L1 and L2 in combination or may use imitative, telegraphic and/or formulaic speech); request items in L2; may use social greetings and common phrases (e.g., "I don't know.") in L2.

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.

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

DLL.L.6 Show increasing ability to use verbal communication in L2 to be understood by others; demonstrate increased participation in conversations with peers and adults.

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.

DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more complex questions in second language with adult support

G. Conversation and Discussion

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking)

DLL.B.7 Use L1 during language exchanges and use basic nonverbal communication techniques such as gestures, etc.; may occasionally use single words in L2 to communicate.

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

DLL.M.7 Use both L1 and L2 to engage with peers/adults, request or respond; may use L1 and L2 interchangeably (code-switching) and engage in age-appropriate social discussions.

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

DLL.L.7 Demonstrate ability to engage in age-appropriate conversations in L2 on a variety of

DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary;

topics.

listens and responds to texts read aloud, answering more complex questions in second language with adult support

H. Pronunciation and Intonation

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking)

DLL.M.8 Use approximations of sounds and some age-appropriate sounds in L2 but may still carry pronunciation patterns from L1; may add or omit sounds in L2 even when repeating after a model. Use age appropriate pronunciation, enunciation, intonation, and fluency using words, phrases and simple sentences when repeating after a model.

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

DLL.L.8 Generally use age-appropriate pronunciation, enunciation, intonation and fluency in L2 but may still carry pronunciation patterns from L1.

DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more complex questions in second language with adult support

DLL.B.8 Produce age-appropriate sounds and phonemic structures in L1; may apply L1 patterns when using single words or short phrases in L2.

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

I. Grammar and Syntax

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking), L3 Foundational Reading

DLL.B.9 Use age-appropriate grammar in L1 (e.g. plurals, simple past tense, etc.); may apply L1 patterns when using single words or short phrases in L2.

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

DLL.M.9 Begin to use some L2 grammatical structures but may make still apply rules from L1 to L2.

L2.3(3) Communicates in expanding sentences; uses grammar rules that are age-appropriate.
DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

DLL.L.9 Increasingly use age-appropriate forms of grammar in L2, (e.g., plurals, simple past tense,

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

subject-verb agreement).

DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more complex questions in second language with adult support

J. Social Conventions

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking)

DLL.B.10 Use age-appropriate social communication skills in L1; may apply L1 conventions when using single words or short phrases in L2.

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

DLL.M.10 Show a beginning understanding of social conventions in L2.

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

DLL.L.10 Use age-appropriate verbal and nonverbal social conventions in L2.

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.
DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more complex questions in second language with adult support

K. Vocabulary Production

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking)

DLL.B.11 Use age-appropriate vocabulary in L1 and begin to use and demonstrate understanding of (through nonverbal communication or gestures) basic, concrete labels in L2.

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

DLL.M.11 Begin to use L2 vocabulary, especially concrete objects and routine verbs. Also begin to use social greetings and common phrases/words and appropriate nonverbal actions that indicated understanding of common phrases/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.
DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts

read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

DLL.L.11 Use age-appropriate and varied vocabulary in a variety of contexts with continued and appropriate support (including the use of contextual clues real experiences, concrete objects, visual/films, etc.)

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.

DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more complex questions in second language with adult support

L. Utterance Length and Complexity

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking)

DLL.B.12 Use age-appropriate range of utterance length in L1 and may use isolated words in L2.

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

DLL.M.12 Use two and three word utterances in L2 while continuing to expand utterance length and complexity in L1.

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.

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

DLL.L.12 Use age-appropriate utterance length in L2 with increasing use of more complex grammatical structures and a wider variety of elements of speech (e.g., descriptors, pronouns, etc.).

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

DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more complex questions in second language with adult support

M. Academic Information (inquiry, narrative development)

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking), L3 Foundational Reading

DLL.B.13 Prefer use of L1 to engage in learning and exploration across developmental domains or content

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants

areas (e.g., ask and answer age appropriate questions related to science and math, identifies emotions, retells stories, etc.)

in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

DLL.M.13 Begin to use L2 to engage in inquiry and learning experiences; may rely on students that share common L2 for understanding and learning. Need concrete experiences to acquire understanding and make connections to L1, prior experiences and known concepts.

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

DLL.L.13 Are able to use L1 or L2 in a range of learning and exploratory contexts with continued ongoing support in L1 and L2.

DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more complex questions in second language with adult support

N. Vocabulary, Symbols and Environmental Print

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking), L3 Foundational Reading

DLL.B.14 Begin to recognize that symbols (classroom, home or community) in the environment carry a consistent meaning in L1 or L.

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.

DLL.M.14 Recognize in the environment (classroom, home or community) some familiar symbols, words and print labels in L1 or L2.

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.

DLL.L.14 Recognize in the environment (classroom, home or community) an increasing number of familiar symbols, words, and print labels in L2.

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.

O. Connect Written Text and Spoken Language

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking), L3 Foundational Reading

DLL.B.15 Begin to recognize the first letter in their own name or the character for their own name in L1 or L2.

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.

DLL.M.15 Identify some letters or characters in L1 and L2 and the sounds associated with them.

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.

DLL.L.15 Begin to demonstrate that the letters or characters of the L2 alphabet or system are symbols that make up or represent words.

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.

P. Phonemic Awareness

DL2 Expressive Language (Speaking Second Language), L2 Expressive Language (Speaking), L3 Foundational Reading

DLL.B.16 Attend to and experiment with different sounds or tone in words in L1.

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases
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).

DLL.M.16 Attend to and experiment with different sounds or tone in words in L1 and L2 with support.

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support
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).

DLL.L.16 Experiment with and vary sounds in words in L1 and L2 (e.g. manipulating onsets, rimes and phonemes to create rhymes, alliteration, etc.)

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).

Q. Written Language

DLL.B.17 Begin to demonstrate an awareness that written language can be in L1 or L2.

DL2 Expressive Language (Speaking Second Language), L4 Writing

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).

DLL.M.17 Begin to use marks or symbols to represent spoken language in L1 or L2.

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).

DLL.L.17 Continue to develop beginning writing skills by using letters or symbols from L2 to represent their ideas.

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.

Source:



Standards Alignment

Connecticut Early Learning and Development Standards, 2014. Connecticut State Department of Education.