

Learning Beyond Domains	LB Strand	LB Standard	LB Progress Monitoring Skill	Quarter 1 Indicators	Quarter 2 Indicator	Quarter 3 Indicator	Quarter 4 Indicator
(PD) Physical Development	A. Health and Well-Being	1. Practices healthy and safe habits	a. Initiates and carries out self-care and personal hygiene routines with minimal adult support	<p>Q1.1 Assists with hand washing routine (turn on water, pump soap, turn off water, dry hands)</p> <p>Q1.2 Puts on and takes off clothing items such as socks, shoes, coats, and hats</p> <p>Q1.3 Requests to have a soiled diaper changed</p> <p>Q1.4 May request to use the potty or attempts to use the potty with frequent adult prompting</p> <p>Q1.5 With adult modeling and support, initiates grooming routine (finds comb or brush, begins to comb or brush own hair, attempts to brush or comb out tangles, may ask for help styling or parting hair)</p>	<p>Q2.1 Begins to assist adult with teeth brushing routine (gets toothbrush and toothpaste, opens toothpaste or helps squeeze toothpaste on toothbrush, wets toothbrush/toothpaste)</p> <p>Q2.2 Puts on and takes off clothing items such as shorts/pants, long sleeve/short sleeve t-shirts, dresses, skirts, and underwear.</p> <p>Q2.3 May request to use the potty or attempts to use the potty with frequent adult prompting</p> <p>Q2.4 Begins to understand how to prevent the spread of germs (not sharing cups, washing hands frequently, using a tissue to get mucus out of the nose, cough/sneeze into elbow, request a facemask, wiping down personal areas after meals, etc.)</p> <p>Q2.5 With adult modeling and support, initiates grooming routine (finds comb or brush, begins to comb or brush own hair, attempts to brush or comb out tangles, may ask for help styling or parting hair)</p>	<p>Q3.1 With verbal prompting and encouragement, initiates teeth brushing routine (gets toothbrush and toothpaste, opens toothpaste or helps squeeze toothpaste on toothbrush, wets toothbrush/toothpaste)</p> <p>Q3.2 Regularly request to use the potty or uses the potty without resistance when prompted by an adult</p> <p>Q3.3 With frequent verbal prompting, practices healthy habits that prevent the spread of germs (not sharing cups, washing hands frequently, using a tissue to get mucus out of the nose, cough/sneeze into elbow, request a facemask, wiping down personal areas after meals, etc.)</p> <p>Q3.4 With adult modeling and support, initiates grooming routine (finds comb or brush, begins to comb or brush own hair, attempts to brush or comb out tangles, may ask for help styling or parting hair)</p>	<p>Q4.1 Independently initiates teeth brushing routine (gets toothbrush and toothpaste, opens toothpaste or helps squeeze toothpaste on toothbrush, wets toothbrush/toothpaste)</p> <p>Q4.2 Completes thorough teeth brushing with frequent verbal prompting</p> <p>Q4.3 Uses the potty with minimal adult support (pulling down pants, buttons, snaps, zippers, etc.) or uses the potty without resistance when prompted by an adult</p> <p>Q4.4 With minimal verbal prompting, practices healthy habits that prevent the spread of germs (not sharing cups, washing hands frequently, using a tissue to get mucus out of the nose, cough/sneeze into elbow, request a facemask, wiping down personal areas after meals, etc.)</p> <p>Q4.5 With adult modeling and support, initiates grooming routine (finds comb or brush, begins to comb or brush own hair, attempts to brush or comb out tangles, may ask for help styling or parting hair)</p>

			<p>b. Reminds peers and adults of established safety rules in the classroom, on the playground, and in the community</p>	<p>Q1.1 States basic classroom and playground safety rules (e.g., use walking feet, keep toys out of your mouth) Q1.2 Notifies an adult when a peer is participating in an unsafe act in the classroom or on the playground Q1.3 With adult modeling and support, begins to learn safety rules/laws enforced in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus)</p>	<p>Q2.1 Reminds peers of classroom and playground safety rules (e.g., use walking feet, keep toys out of your mouth) after an adult has provided an initial reminder Q2.2 Notifies an adult when a peer is participating in an unsafe act in the classroom or on the playground and attempts to redirect the peer to a safe act Q2.3 With adult modeling and support, continues to learn safety rules/laws enforced in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus)</p>	<p>Q3.1 Reminds peers of classroom and playground safety rules (e.g., use walking feet, keep toys out of your mouth) Q3.2 Attempts to redirect a peer who is participating in an unsafe act in the classroom or on the playground and if redirection is unsuccessful seeks adult support Q2.3 With verbal prompting and encouragement, states safety rules/laws enforced in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus)</p>	<p>Q4.1 Constantly reminds peers of classroom and playground safety rules (e.g., use walking feet, keep toys out of your mouth) Q4.2 Attempts to redirect a peer who is participating in an unsafe act in the classroom or on the playground and if redirection is unsuccessful seeks adult support Q2.3 With verbal prompting and encouragement, states safety rules/laws enforced in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus)</p>
			<p>c. Shows awareness of dangerous situations and responds with some knowledge of established safety procedures</p>	<p>Q1.1 Complies with safety requests like holding a hand, staying away from the hot stove, or asking before touching an unfamiliar animal Q1.2 With adult modeling and support, begins to learn safety practices utilized while out in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus) Q1.3 With adult modeling and support, begins to learn safety practices utilized while in specific environments such as the swimming pool, the beach, the mountains, a second-story balcony, etc. Q1.4 With adult modeling and support, begins to understand when to seek help with a dangerous situation</p>	<p>Q2.1 Initiates safe behaviors (holding a hand, staying away from the hot stove, or asking before touching an unfamiliar animal) with frequent verbal prompting and encouragement Q2.2 With adult modeling and support, continues to learn safety practices utilized while out in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus) Q2.3 With adult modeling and support, continues to learn safety practices utilized while in specific environments such as the swimming pool, the beach, the mountains, a second-story balcony, etc. Q2.4 With verbal prompting and encouragement, can identify situations that are safe/not safe and can verbalize who to seek for help</p>	<p>Q3.1 Initiates safe behaviors (holding a hand, staying away from the hot stove, or asking before touching an unfamiliar animal) with minimal verbal prompting and encouragement Q3.2 With verbal prompting and encouragement, states safety practices utilized while out in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus) Q3.3 With verbal prompting and encouragement, states safety practices utilized while in specific environments such as the swimming pool, the beach, the mountains, a second-story balcony, etc. (swim near a lifeguard, use sunscreen, stay near an adult while hiking, keep your feet on the ground when standing on a balcony, etc.) Q3.4 With adult modeling and support, can identify dangerous situations that require a call to 9-1-1</p>	<p>Q4.1 Independently initiates safe behaviors (holding a hand, staying away from the hot stove, or asking before touching an unfamiliar animal) when encountering potentially dangerous situations Q4.2 With verbal prompting and encouragement, states safety practices utilized while out in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus) Q4.3 With verbal prompting and encouragement, states safety practices utilized while in specific environments such as the swimming pool, the beach, the mountains, a second-story balcony, etc. (swim near a lifeguard, use sunscreen, stay near an adult while hiking, keep your feet on the ground when standing on a balcony, etc.) Q4.4 With adult modeling and support, can demonstrate how to dial 9-1-1 on a play phone</p>

		2. Participates in activities related to nutrition	a. Helps prepare a nutritious snack	<p>Q1.1 With adult modeling and support, learns vocabulary to describe various tastes (sweet, sour, salty, bitter)</p> <p>Q1.2 With adult modeling and support, participates in simple food experiences</p>	<p>Q2.1 With verbal prompting and encouragement, uses learned vocabulary to describe various tastes (sweet, sour, salty, bitter) while participating in food experiences.</p> <p>Q2.2 With adult modeling and support, participates in food experiences that have a two-step preparation</p>	<p>Q3.1 With verbal prompting and encouragement, expands vocabulary to describe various tastes (spicy, tangy, burnt, tart, etc) while participating in food experiences.</p> <p>Q3.2 With verbal prompting and encouragement, participates in food experiences that have a two-step preparation</p>	<p>Q4.1 Regularly uses learned vocabulary for various tastes (sweet, sour, salty, bitter, spicy, tangy, burnt, tart, etc.) while participating in food experiences</p> <p>Q4.2 Willingly participates in food experiences that have two or more preparation steps</p> <p>Q4.3 With frequent verbal prompting and a visual model, initiates and completes the first preparation step in a two-step food experience</p>
			b. Distinguishes healthy food choices from less healthy food choices	<p>Q1.1 Can independently identify healthy foods when given a choice foods</p> <p>Q1.2 With adult modeling and support, can categorize a food as a fruit or a vegetable</p> <p>Q1.3 With adult modeling and support, can identify a variety of fruits or vegetables by name</p> <p>Q1.4 With adult modeling and support, participates in food experiences by tasting a variety of fruits and/or vegetables</p>	<p>Q2.1 With adult modeling and support, begins to identify foods choices that are less healthy (Strawberry Poptart vs. Fresh Strawberries)</p> <p>Q2.2 With verbal prompting and encouragement, can categorize a food as a fruit or a vegetable</p> <p>Q2.3 With verbal prompting and encouragement, can identify a variety of fruits or vegetables by name</p> <p>Q2.4 With verbal prompting and encouragement, participates in food experiences by tasting a variety of fruits and/or vegetables</p>	<p>Q3.1 With verbal prompting and encouragement, begins to identify foods choices that are less healthy (Strawberry Poptart vs. Fresh Strawberries)</p> <p>Q3.2 With minimal verbal prompting, can categorize a food as a fruit or a vegetable</p> <p>Q3.3 With minimal verbal prompting, can identify a variety of fruits or vegetables by name</p> <p>Q3.4 Willingly tastes a variety of unfamiliar fruits and/or vegetables</p> <p>Q3.5 With adult modeling and support, learns some health benefits gained by eating specific fruits or vegetables (Bananas have potassium in them. Potassium keeps your heart healthy., Broccoli has as much Vitamin C as an orange. Vitamin C helps keep you healthy.)</p>	<p>Q4.1 Can independently name three to four favorite foods (these foods may reflect cultural or family practices)</p> <p>Q4.2 With verbal prompting and encouragement, can categorize favorite foods into healthy choices and less healthy choices</p> <p>Q4.3 With adult modeling and support, can identify a food as a dairy product</p> <p>Q4.4 With adult modeling and support, can identify a variety of dairy products by name</p> <p>Q4.5 With adult modeling and support, participates in food experiences by tasting a variety of dairy products</p> <p>Q4.6 With adult modeling and support, continues to learn some health benefits gained by eating a specific fruits or vegetables (Bananas have potassium in them. Potassium keeps your heart healthy., Broccoli has as much Vitamin C as an orange. Vitamin C helps keep you healthy.)</p>

			c. Develops an awareness of personal hunger or thirst and communicates needs to an adult	<p>Q1.1 Consistently uses words such as snack, lunch, food, water, milk, or hungry to indicate hunger or thirst</p> <p>Q1.2 Consistently uses words such as no more, no, or full to indicate feelings of fullness</p> <p>Q1.3 Begins to learn the physical signs associated with hunger such as a grumbling stomach, stomach cramps, headache, lack of energy, etc.</p> <p>Q1.4 Begins to learn the physical signs associated with thirst such as dry or sore throat, headache, excessive sweating, dry itchy skin, etc.</p>	<p>Q2.1 Continues to learn the physical signs associated with hunger such as a grumbling stomach, stomach cramps, headache, lack of energy, etc.</p> <p>Q2.2 Continues to learn the physical signs associated with thirst such as dry or sore throat, headache, excessive sweating, dry itchy skin, etc.</p> <p>Q2.3 Relies on an adult to make the connection between the physical signs of hunger/thirst and the need to eat or drink</p> <p>Q2.4 Sometimes follows adult request to eat or drink, after describing a physical sign associated with hunger or thirst</p>	<p>Q3.1 Makes the connection between the physical signs of hunger/thirst and the need to eat or drink when frequently prompted by an adult</p> <p>Q3.2 Sometimes follows adult request to eat or drink, after describing a physical sign associated with hunger or thirst</p>	<p>Q4.1 Makes the connection between the physical signs of hunger/thirst and the need to eat or drink when frequently prompted by an adult</p> <p>Q4.2 Usually follows adult request to eat or drink, after describing a physical sign associated with hunger or thirst</p>
		3. Demonstrates knowledge of personal wellness	a. Begins to understand factors that impact personal wellness and communicates personal wellness needs	<p>Q1.1 Begins to understand healthcare providers help you stay well</p> <p>Q1.2 Begins to understand healthcare providers help you to feel better when you are unwell</p> <p>Q1.3 With adult modeling and support, begins to recognize signs of being tired</p> <p>Q1.4 With adult modeling and support, begins to recognize signs of being unwell</p> <p>Q1.5 With adult modeling and support, begins to communicate specific needs related to being unwell or injured (need for: tissues, cold water, clean facemask, band aid, ice pack, etc.)</p>	<p>Q2.1 With adult modeling and support, expands understanding about how healthcare providers help you stay well</p> <p>Q2.2 With adult modeling and support, expands understanding about how healthcare providers help you when you are unwell</p> <p>Q2.3 With adult modeling and support, begins to recognize signs of being tired</p> <p>Q2.4 With adult modeling and support, begins to recognize signs of being unwell</p> <p>Q2.5 With adult modeling and support, begins to communicate specific needs related to being unwell or injured (need for: tissues, cold water, clean facemask, band aid, ice pack, etc.)</p>	<p>Q3.1 With verbal prompting and encouragement, acknowledges the physical and/or emotional signs of being tired (rubbing eyes, crying, lying down during group activities)</p> <p>Q3.2 With verbal prompting and encouragement, acknowledges the physical and/or emotional signs of feeling unwell (feeling hot, not wanting to eat, crying, stomach aches)</p> <p>Q3.3 With verbal prompting and encouragement, begins to communicate specific needs related to being unwell or injured (need for: tissues, cold water, clean facemask, band aid, ice pack, etc.)</p>	<p>Q4.1 With minimal verbal prompting, acknowledges the physical and/or emotional signs of being tired (rubbing eyes, crying, lying down during group activities)</p> <p>Q4.2 With minimal verbal prompting, acknowledges the physical and/or emotional signs of feeling unwell (feeling hot, not wanting to eat, crying, stomach aches)</p> <p>Q4.3 Begins to identify internal body parts (bones, brain, heart, etc) in order to communicate specific needs related to being unwell or injured</p>

	B. Use of Senses	1. Demonstrates an awareness of the body in space and child's relationship to objects in space	a. Shows purpose and coordination when interacting with people and objects	<p>Q1.1 Coordinates body movements to use alternating feet to climb stairs</p> <p>Q1.2 Attempts to pedal a tricycle or other low riding toy with pedals</p> <p>Q1.3 With adult modeling and physical support, may use a scooter pushing off the ground with one foot while the other foot remains on the scooter platform</p> <p>Q1.4 Throws a tennis ball or bean bag underhand attempting to hit a large target 3 to 5 feet away</p> <p>Q1.5 With adult modeling and support, places objects on top of or under something with accuracy</p>	<p>Q2.1 Coordinates body movements to use alternating feet to descend stairs</p> <p>Q2.2 Pedals a tricycle or other low riding toy with pedals</p> <p>Q2.3 Uses scooter pushing off the ground with one foot while the other foot remains on the scooter platform</p> <p>Q2.4 Throws a tennis ball or bean bag underhand hitting a large target 5 feet away with at least 50% accuracy</p> <p>Q2.5 With adult modeling and support, places objects on top of or under something with accuracy</p>	<p>Q3.1 Coordinates body movements to use alternating feet to climb and descend stairs</p> <p>Q3.2 Pedals a tricycle forwards and backward with minimal need to stop and manually move the position of the tricycle</p> <p>Q3.3 Steers scooter around obstacles with minimal tipping or need to stop and manually adjust the position of the scooter</p> <p>Q3.4 Throws a tennis ball or bean bag underhand hitting a large target 5 feet away with at least 75% accuracy</p> <p>Q3.5 With verbal prompting and visual support, places objects on top of or under something with accuracy</p>	<p>Q4.1 Coordinates body movements to use alternating feet to climb and descend stairs</p> <p>Q4.2 Pedals a tricycle around obstacles with minimal need to stop and manually move the position of the tricycle</p> <p>Q4.3 Throws a tennis ball or bean bag underhand hitting a large target 5 feet away with accuracy</p> <p>Q4.4 With verbal prompting and visual support, places objects on top of or under something with accuracy</p>
			b. Moves around the learning environment with intention and recognizes differences in direction, distance, and location	<p>Q1.1 Moves around the learning environment (indoors and outdoors) with frequent adult reminders to watch out for other people and/or objects</p> <p>Q1.2 With adult modeling and support, moves body in different directions (up/down, over/under, side to side, around, on top of/under, forward/backward)</p> <p>Q1.3 With adult modeling and support, begins to understand the direction/location of left and right, back and forth, side to side</p>	<p>Q2.1 Moves around the learning environment (indoors and outdoors) with minimal adult reminders to watch out for other people and/or objects</p> <p>Q2.2 With frequent verbal prompting and a visual model, moves body in different directions (up/down, over/under, side to side, around, on top of/under, forward/backward, in/out, left/right)</p> <p>Q2.3 With adult modeling and support, identifies the direction/location of left and right, back and forth, side to side</p>	<p>Q3.1 Moves around the learning environment (indoors and outdoors) with minimal adult reminders to watch out for other people and/or objects</p> <p>Q3.2 With minimal verbal prompting and a visual model, moves body in different directions (moves body in different directions (up/down, over/under, side to side, around, on top of/under, forward/backward, in/out, left/right)</p> <p>Q3.3 With verbal prompting and a visual model, identifies the direction/location of left and right, back and forth, side to side</p>	<p>Q4.1 Moves around the learning environment (indoors and outdoors) without running into people and/or objects</p> <p>Q4.2 Easily moves body in different directions (up/down, over/under, side to side, around, on top of/under, forward/backward, in/out) with minimal need for verbal prompting or visual models</p> <p>Q4.3 With minimal verbal prompting and a visual model, identifies the direction/location of left and right, back and forth, side to side</p> <p>Q4.4 Accurately participates in movement games or songs that require moving body parts in and out or over and under (Example: Hokey Pokey, Parachute Games, Simon Says, etc.)</p>

			c. Demonstrates awareness of their own body in space	<p>Q1.1 With adult modeling and support, begins to understand the concept of personal space</p> <p>Q1.2 With adult modeling and support, utilizes visual cues or physical supports to keep own body in designated space</p> <p>Q1.3 With adult modeling and support, begins to identify people and/or objects as near, close, out of reach, far, etc. in relation to own body space</p>	<p>Q2.1 With verbal prompting and encouragement, begins to define or acknowledge the concept of personal space</p> <p>Q2.2 With verbal prompting and encouragement, utilizes visual cues or physical supports to keep own body in designated space</p> <p>Q2.3 With adult modeling and support, identifies people and/or objects as near, close, out of reach, far, etc. in relation to own body space</p>	<p>Q3.1 With minimal verbal prompting, defines or acknowledges personal space with words or gestures</p> <p>Q3.2 With minimal verbal prompting, utilizes visual cues or physical supports to keep own body in designated space</p> <p>Q3.3 With verbal prompting and encouragement, identifies people and/or objects as near, close, out of reach, far, etc. in relation to own body space</p>	<p>Q4.1 Defines or acknowledges personal space with words or gestures</p> <p>Q4.2 Utilizes visual cues or physical supports to keep own body in designated space</p> <p>Q4.3 With minimal verbal prompting, identifies people and/or objects as near, close, out of reach, far, etc. in relation to own body space (Example: Suzy is sitting too close to me! Randy is too far for me to get the rope. I can't reach my water bottle.)</p>
		2. Uses senses (sight, touch, hearing, smell, and taste) to explore the learning environment and process information	a. Actively participates in sensory experiences and combines multiple senses to intentionally learn about objects/materials	<p>Q1.1 Independently engages and sustains interaction with familiar sensory materials</p> <p>Q1.2 With verbal prompting and encouragement, engages with new or unfamiliar sensory materials</p> <p>Q1.3 With adult modeling and support, combines multiple senses during observations in the learning environment</p>	<p>Q2.1 Interacts with familiar sensory material for extended periods of time</p> <p>Q2.2 With minimal verbal prompting, engages with new or unfamiliar sensory materials</p> <p>Q2.3 With adult modeling and support, begins to combine sensory materials to create new materials that look, sound, smell, taste or feel different than the original materials</p> <p>Q2.4 With verbal prompting and encouragement, combines multiple senses during observations in the learning environment</p>	<p>Q3.1 Willingly sustains interaction with new or unfamiliar sensory materials</p> <p>Q3.2 With verbal prompting and encouragement, combines sensory materials to create new materials that look, sound, smell, taste or feel different than the original materials</p> <p>Q3.3 With adult modeling and support, uses multiple senses to create classifications for the objects observed or sensory materials created</p>	<p>Q4.1 Interacts with new or unfamiliar sensory materials for extended periods of time</p> <p>Q4.2 With minimal verbal prompting, combines sensory materials to create new materials that look, sound, smell, taste or feel different than the original materials</p> <p>Q4.3 With verbal prompting and encouragement, uses multiple senses to create classifications for the objects observed or sensory materials created</p>

	C. Motor Skills	1. Demonstrates gross motor skills	a. Coordinates the use of large muscles	<p>Q1.1 Begins to use a combination of large muscles in the arms, hands, legs, and feet to move through/explore various learning environments (indoor and outdoor)</p> <p>Q1.2 Begins to develop accuracy when rolling or tossing a larger ball underhand to an adult or peer</p> <p>Q1.3 Begins to develop accuracy when bouncing and catching a larger ball</p> <p>Q1.4 Begins to develop accuracy when throwing or hitting a larger ball to an adult or peer</p> <p>Q1.5 Begins to develop accuracy when kicking a ball a larger ball to an adult or peer</p> <p>Q1.6 Begins to pump arms while running/speed walking and may begin to lengthen stride while running/speed walking</p>	<p>Q2.1 Practices using a combination of large muscles in the arms, hands, legs, and feet to move through/explore various learning environments (indoor and outdoor)</p> <p>Q2.2 Rolls or tosses a larger ball or bean bag underhand to an adult or peer with 50% accuracy</p> <p>Q2.3 Bounces and catches a larger ball with 50% accuracy</p> <p>Q2.4 Throws or hits a larger ball or bean bag to an adult or peer with 50% accuracy</p> <p>Q2.5 Kicks a larger ball to an adult or peer with 50% accuracy</p> <p>Q2.6 Continues to work on pumping arms while running/speed walking and may begin to lengthen stride while running/speed walking</p>	<p>Q3.1 Regularly uses a combination of large muscles in the arms, hands, legs, and feet to move through/explore various learning environments (indoor and outdoor)</p> <p>Q3.2 Rolls or tosses a larger ball or bean bag underhand to an adult or peer with 75% accuracy</p> <p>Q3.3 Bounces and catches a larger ball with 75% accuracy</p> <p>Q3.4 Throws or hits a larger ball or bean bag to an adult or peer with 75% accuracy</p> <p>Q3.5 Kicks a larger ball to an adult or peer with 75% accuracy</p> <p>Q3.6 With adult modeling and visual cues, remembers to pump arms while running/speed walking and begins to lengthen stride while running/speed walking</p>	<p>Q4.1 Uses a combination of large muscles in the arms, hands, legs, and feet to move through/explore various learning environments (indoor and outdoor)</p> <p>Q4.2 Uses a combination of large muscles in the arms, hands, legs, and feet to move through/explore obstacle courses created by adults or peers</p> <p>Q4.3 Rolls or tosses a larger ball or bean bag underhand to an adult or peer with accuracy most of the time</p> <p>Q4.4 Bounces and catches a larger ball with accuracy most of the time</p> <p>Q4.5 Throws or hits a larger ball or bean bag to an adult or peer with accuracy most of the time</p> <p>Q4.6 Kicks a larger ball to an adult or peer with accuracy most of the time</p> <p>Q4.7 With minimal reminders, pumps arms while running/speed walking and lengthens stride to cover more ground</p>
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			<p>b. Demonstrates balance, coordination and endurance</p>	<p>Q1.1 Participates in games, outdoor play and other physical activities for sustained periods of time</p> <p>Q1.2 Holds posture while seated and concentrating on an activity like reading a book, scribbling, or working with playdough</p> <p>Q1.3 Maintains balance when moving from one position to another while also changing directions (Example: Moving from a seated position to a standing position and then moving left/right or forward)</p> <p>Q1.4 Begins to jump (leave the ground with both feet) over a small obstacle such as a rope or puddle</p> <p>Q1.5 Begins to hop (leave the ground pushing off of one foot) over a small obstacle such as a rope or puddle</p> <p>Q1.6 With adult modeling and support, attempts to gallop</p> <p>Q1.7 With adult modeling and support, attempts to slide from side to side</p>	<p>Q2.1 Participates in games, outdoor play and other physical activities that involve jumping, crawling, climbing, swinging, rolling, spinning, or moving upside-down</p> <p>Q2.2 Maintains balance when moving from one position to another while also changing directions (Example: Moving from a seated position to a standing position and then moving left/right or forward)</p> <p>Q2.3 Continues to practice jumping (leave the ground with both feet) over a small obstacle such as a rope or puddle</p> <p>Q2.4 Continues to practice hopping (leave the ground pushing off of one foot) over a small obstacle such as a rope or puddle</p> <p>Q2.5 With adult modeling and support, attempts to gallop</p> <p>Q2.6 With adult modeling and support, attempts to slide from side to side</p>	<p>Q3.1 Participates in games, outdoor play and other physical activities that involve jumping, crawling, climbing, swinging, rolling, spinning, or moving upside-down</p> <p>Q3.2 Fluidly moves from one position to another while also changing directions (Example: Moving from a seated position to a standing position and then moving left/right or forward)</p> <p>Q3.3 Practices jumping (leave the ground with both feet) for height and for distance</p> <p>Q3.4 Practices hopping (leave the ground pushing off of one foot) for distance</p> <p>Q3.5 Attempts to gallop for several strides and may request an adult to gallop alongside them</p> <p>Q3.6 Attempts to slide from side to side and may request an adult to slide side to side with them</p>	<p>Q4.1 Participates in increasingly more intense/active outdoor play and physical activity in order to build leg and arm strength, endurance and flexibility</p> <p>Q4.2 Fluidly moves from one position to another while also changing directions (Example: Moving from a seated position to a standing position and then moving left/right or forward)</p> <p>Q4.3 Increases height and distance while jumping (leave the ground with both feet)</p> <p>Q4.4 Increases distance while hopping (leave the ground pushing off of one foot)</p> <p>Q4.5 Gallops</p> <p>Q4.6 Slides from side to side</p>
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		2. Demonstrates fine motor skills	a. Coordinates the use of hands and fingers to manipulate smaller objects with increasing control	<p>Q1.1 Uses hands and fingers to link or connect blocks or toys</p> <p>Q1.2 Uses hands and fingers to twist on and off caps, nuts, bolts, etc.</p> <p>Q1.3 Begins to string beads without adult support by holding the string tip in one hand and picking up quarter sized beads with the other hand</p>	<p>Q2.1 Uses hands and fingers to link or connect blocks/toys such as unifix cubes, Mega Bloks, Legos, Snap Beads, etc.</p> <p>Q2.2 Uses hands and fingers to twist on and off increasingly smaller caps, nuts, bolts, etc.</p> <p>Q2.3 Uses hands and fingers to pick up and place small pieces of paper or decorations for creative activities</p> <p>Q2.4 Uses hands and fingers to roll playdough into large balls (quarter size) or long thick snake like shapes</p> <p>Q2.5 Uses hands and fingers to slide, pick up, place, drop, or set down several manipulatives/small toys/materials/supplies with some accuracy</p> <p>Q2.6 Continues to practice stringing beads without adult support by holding the string tip in one hand and picking up quarter sized beads with the other hand</p>	<p>Q3.1 Uses hands and fingers to manipulate (link/unlink) connecting blocks/toys such as unifix cubes, Mega Bloks, Legos, Snap Beads, etc.</p> <p>Q3.2 Uses hands and fingers to collect small nature samples (nuts/seeds) or small creatures (ladybug/butterfly/worm) for close examination</p> <p>Q3.3 Uses hands and fingers to pick up and place small pieces of paper or decorations for creative activities</p> <p>Q3.4 Uses hands and fingers to roll playdough into large balls (quarter size) or long thick snake like shapes</p> <p>Q3.5 Uses hands and fingers to slide, pick up, place, drop, or set down several manipulatives/small toys/materials/supplies with some accuracy</p> <p>Q3.6 Accurately strings beads without adult support by holding the string tip in one hand and picking up quarter sized beads with the other hand</p>	<p>Q4.1 Uses hands and fingers to manipulate (link/unlink) connecting blocks/toys with the intention of creating small structures</p> <p>Q4.2 Uses hands and fingers to collect small nature samples (nuts/seeds) or small creatures (ladybug/butterfly/worm) for close examination</p> <p>Q4.3 Uses hands and fingers to roll playdough into smaller balls (nickel or dime size) or thin noodle like shapes</p> <p>Q4.4 Uses hands and fingers to slide, pick up, place, drop, set down one manipulative/small toy/material/supply at a time with increasing accuracy</p> <p>Q4.5 Accurately strings beads without adult support by holding the string tip in one hand and picking up quarter sized or smaller beads with the other hand</p>
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			<p>b. Adjusts arms, hands, and fingers to refine grasp and manipulate tools and objects with increased precision</p>	<p>Q1.1 Adjusts pincer grasp to pick up different size beads for stringing Q1.2 Adjusts pincer grasp to manipulate small peg puzzle pieces Q1.3 Begins to snip with scissors Q1.4 With adult modeling and support, uses hands and fingers to fold large pieces of paper Q1.5 With adult modeling and support, uses hands and fingers to crush large pieces of paper Q1.6 With adult modeling and support, begins to switch and adjust grip on utensils while eating and may use more than one utensil during a meal Q1.7 With adult modeling and support, attempts to manipulate zippers, snaps or buttons on clothing Q1.8 Begins to connect straight lines or curved lines to form recognizable shapes with writing tools of various sizes (thin or thick markers, crayons, colored pencils, pens) Q1.9 With adult modeling and support, begins to use glue stick (uncaps glue stick/rubs glue in designated spot/twists glue stick up or down/recaps glue stick) or glue bottle (twists open glue cap/squeezes out small glue drops/twists closed glue cap) during designated activities Q1.10 With adult modeling and support, uses large tongs to pick up large objects and move them from one place to another Q1.11 With adult modeling and support, uses hands and fingers to pinch, pull, tear, and peel a variety of objects or materials (tape, paper, packages, foods, etc.)</p>	<p>Q2.1 Begins to cut along a straight line and with adult support and may be able to cut out large shapes such as a circle, square or triangle Q2.2 With adult modeling and support, begins to trace around objects such as shape patterns or hands Q2.3 With verbal prompting and a visual model, uses hands and fingers to fold large pieces of paper Q2.4 With verbal prompting and a visual model, uses hands and fingers to crush large pieces of paper Q2.5 With verbal prompting and encouragement, begins to switch and adjust grip on utensils while eating and may use more than one utensil during a meal Q2.6 With adult modeling and support, attempts to manipulate zippers, snaps or buttons on clothing Q2.7 Connects straight lines or curved lines to form recognizable shapes with writing tools of various sizes (thin or thick markers, crayons, colored pencils, pens) Q2.8 With adult modeling and support, begins to use glue stick (uncaps glue stick/rubs glue in designated spot/twists glue stick up or down/recaps glue stick) or glue bottle (twists open glue cap/squeezes out small glue drops/twists closed glue cap) during designated activities Q2.9 With verbal prompting and encouragement, uses large tongs to pick up large objects and move them from one place to another Q2.10 With adult modeling and support, uses hands and fingers to pinch, pull, tear, and peel a variety of objects or materials (tape, paper, packages, foods, etc.)</p>	<p>Q3.1 Cuts along a straight line and with increased accuracy Q3.2 With adult support, cuts out large shapes such as a circles, squares or triangles Q3.3 With adult modeling and support, begins to trace around objects such as shape patterns or hands Q3.4 With minimal verbal prompting or use of a visual model, uses hands and fingers to precisely fold large pieces of paper Q3.5 With minimal verbal prompting or the use of a visual model, uses hands and fingers to crush large pieces of paper Q3.6 With minimal verbal prompting, switches and adjusts grip on utensils while eating and may use more than one utensil during a meal Q3.7 With verbal prompting and encouragement, manipulates zippers, snaps or buttons on clothing Q3.8 Makes recognizable shapes with writing tools of various sizes (thin or thick markers, crayons, colored pencils, pens) Q3.9 With verbal prompting and visual cues, uses glue stick (uncaps glue stick/rubs glue in designated spot/twists glue stick up or down/recaps glue stick) or glue bottle (twists open glue cap/squeezes out small glue drops/twists closed glue cap) during designated activities Q3.10 With adult modeling and support, uses small tongs to pick up small objects and move them from one place to another Q3.11 With verbal prompting and encouragement, uses hands and fingers to pinch, pull, tear, and peel a variety of objects or materials (tape, paper, packages, foods, etc.)</p>	<p>Q4.1 Cuts along a straight line and with increased accuracy and attempts to cut curved or zig zag lines Q4.2 Cuts out large shapes such as a circles, squares or triangles with increased accuracy Q4.3 With verbal prompting and encouragement, traces around objects such as shape patterns or hands with some accuracy Q4.4 Uses hands and fingers to precisely fold large pieces of paper Q4.5 Uses hands and fingers to crush large pieces of paper or may attempt to crush paper with just one hand Q4.6 switches and adjusts grip on utensils while eating and uses more than one utensil during a meal Q4.7 With verbal prompting and encouragement, manipulates zippers, snaps or buttons on clothing Q4.8 Makes recognizable shapes with writing tools of various sizes (thin or thick markers, crayons, colored pencils, pens) Q4.9 With verbal prompting and visual cues, uses glue stick (uncaps glue stick/rubs glue in designated spot/twists glue stick up or down/recaps glue stick) or glue bottle (twists open glue cap/squeezes out small glue drops/twists closed glue cap) during designated activities Q4.10 With verbal prompting and encouragement, uses small tongs to pick up small objects and move them from one place to another Q4.11 With verbal prompting and encouragement, uses hands and fingers to pinch, pull, tear, and peel a variety of objects or materials (tape, paper, packages, foods, etc.)</p>
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			c. Coordinates the small muscles in the face (lips, cheeks, tongue) to carry out increasingly complex oral-motor skills	Q1.1 Attempts to drink from an open cup without spilling Q1.2 Seals lips around a straw to suck up liquids Q1.3 Attempts to uses lips and tongue to control the direction and amount of air while blowing (Example: blowing out a candle, blowing bubbles with a wand)	Q2.1 Attempts to drink from an open cup without spilling Q2.2 Seals lips around a straw to blow out air Q2.3 Attempts to uses lips and tongue to control the direction and amount of air while blowing (Example: blowing out a candle, blowing bubbles with a wand)	Q3.1 Drinks from an open cup with minimal spillage Q3.2 Seals lips around a straw to blow out air and is able to create some bubbles or move light objects (paper, feather, watery paint) Q3.3 Uses lips and tongue to control the direction and amount of air while blowing, successfully blowing bubbles using a wand	Q4.1 Drinks from an open cup with minimal spillage Q4.2 Seals lips around a straw to blow out air and is able to create many bubbles or move slightly heavier objects (beads, ping pong balls, thick paint) Q4.3 Uses lips and tongue to control the direction and amount of air while blowing, successfully blowing bubbles using a wand
(APL) Approaches to Play and Learning	A. Initiative and Exploration	1. Demonstrates initiative and self-direction	a. Initiates new tasks independently and maintains focus with minimal adult supports	Q1.1 With verbal prompting and encouragement, sustains play Q1.2 With verbal prompting and encouragement, selects a preferred activity when offered two or more choices Q1.3 With verbal prompting and encouragement, follows through on routine tasks such as hanging up a backpack or throwing away trash after a meal or snack	Q2.1 With minimal verbal prompting, selects a preferred activity when offered two or more choices Q2.2 With verbal prompting and encouragement, makes a choice even if the options offered are not preferred choices Q2.3 With verbal prompting and encouragement, follows through on routine tasks such as hanging up a backpack or throwing away trash after a meal or snack	Q3.1 With minimal verbal prompting, selects a preferred activity when offered two or more choices Q3.2 With verbal prompting and encouragement, makes a choice even if the options offered are not preferred choices Q3.3 With minimal verbal prompting, follows through on routine tasks such as hanging up a backpack or throwing away trash after a meal or snack	Q4.1 Consistently selects a preferred activity Q4.2 With minimal verbal prompting, makes a choice even if the options offered are not preferred choices Q4.3 Consistently follows through on routine tasks such as hanging up a backpack or throwing away trash after a meal or snack
			b. Makes plans and follows through on intentions	Q1.1 With adult modeling and support, verbalizes a plan before engaging in play or beginning a task Q1.2 With adult modeling and support, begins to gather needed materials prior to engaging in play or beginning a task (collects blocks and animals to build a zoo, gets scissors and glue prior to making a card, etc.)	Q2.1 With verbal prompting and encouragement, verbalizes a plan before engaging in play or beginning a task Q2.2 With verbal prompting and encouragement, begins to gather needed materials prior to engaging in play or beginning a task (collects blocks and animals to build a zoo, gets scissors and glue prior to making a card, etc.)	Q3.1 With minimal verbal prompting, verbalizes a plan before engaging in play or beginning a task Q3.2 With minimal verbal prompting, begins to gather needed materials prior to engaging in play or beginning a task (collects blocks and animals to build a zoo, gets scissors and glue prior to making a card, etc.)	Q4.1 Verbalizes a plan to an adult before engaging in play or beginning a task Q4.2 Begins to exchange plans and ideas with peers Q4.3 Gathers most of the needed materials prior to engaging in play or beginning a task (collects blocks and animals to build a zoo, gets scissors and glue prior to making a card, etc.) but may need occasional adult reminders to gather additional materials

		2. Demonstrates interest and curiosity	a. Willingly participates in familiar experiences/tasks and new experiences/tasks	<p>Q1.1 Independently experiments with new ways to complete tasks or utilize materials in play with minimal verbal prompting</p> <p>Q1.2 Begins to show a willingness to try a new approach to a familiar experience/task</p> <p>Q1.3 Begins to show a willingness to participate in new classroom routines/experiences</p>	<p>Q2.1 Begins to show a willingness to try a new approach to a familiar experience/task</p> <p>Q2.2 Begins to show a willingness to participate in new classroom routines/experiences</p>	<p>Q3.1 Willingly tries a new approach to a familiar experience/task (Using crafting scissors to cut paper, uses sticks to paint, uses chairs/tables/shelves to incline a ramp, etc.)</p> <p>Q3.2 Shows a willingness to participate in new classroom routines/experiences (learns a new silly dance, participates in a new morning greeting, etc.)</p>	<p>Q4.1 Willingly tries a new approach to a familiar experience/task (Using crafting scissors to cut paper, uses sticks to paint, uses chairs/tables/shelves to incline a ramp, etc.)</p> <p>Q4.2 Shows a willingness to participate in new classroom routines/experiences (learns a new silly dance, participates in a new morning greeting, etc.)</p>
			b. Explores and manipulates familiar and unfamiliar objects in the learning environment	<p>Q1.1 Consistently utilizes and manipulates familiar objects without adult support (builds with legos, uses a magnifying glass to examine a bug, etc.)</p> <p>Q1.2 With adult prompting and support, explores and attempts to manipulate unfamiliar objects (experiments with a new tool, attempts to piece together a simple three dimensional puzzle, etc)</p>	<p>Q2.1 Consistently utilizes and manipulates familiar objects without adult support (uses a play phone to pretend to call people, puts an envelope in a mailbox, uses a shopping cart to move groceries around the play kitchen)</p> <p>Q2.2 With adult prompting and support, explores and attempts to manipulate unfamiliar objects (asks for help opening or closing a new storage box, asks questions about things they can and can't do with a new toy)</p>	<p>Q3.1 Consistently utilizes and manipulates familiar objects without adult support (uses playdough and tools during free play, uses scientific tools during experiments, creates props for dramatic play)</p> <p>Q3.2 With verbal prompting and encouragement, explores and attempts to manipulate unfamiliar objects (asks for help opening or closing a new storage box, asks questions about things they can and can't do with a new toy)</p>	<p>Q4.1 Consistently utilizes and manipulates familiar objects without adult support</p> <p>Q4.2 Explores and manipulates unfamiliar objects with minimal adult assistance</p>

			<p>c. Shows imagination and creativity in play and when completing tasks or manipulating materials</p>	<p>Q1.1 Independently initiates imaginative play or creative exploration and sustains play with minimal verbal prompting.</p>	<p>Q2.1 Utilizes familiar objects to create new play spaces (uses boxes, blankets, and chairs to make a cave) Q2.2 Intentionally uses materials in a different way to see what would happen (resting the ramps on a bookshelf or box rather than the ramp supports, dropping cars through a tube rather than the provided balls)</p>	<p>Q3.1 Utilizes familiar objects to create new play spaces (uses boxes, blankets, and chairs to make a cave) Q3.2 Intentionally uses materials in a different way to see what would happen (resting the ramps on a bookshelf or box rather than the ramp supports, dropping cars through a tube rather than the provided balls)</p>	<p>Q4.1 With verbal prompting and encouragement, collects unfamiliar objects and/or familiar objects from an unfamiliar setting to utilize during play (Example: finding styrofoam pieces that have blown onto the playground and using them in the water table as pool floats for dollhouse dolls) Q4.2 Begins to ask adult permission to move materials from one space to another so that the material can be utilized in a creative way (Example: Asking to take the plastic farm animals from the barn to the easel to make animal tracks on the paper, Asking to take the beads from the math center to the kitchen center to use them as pretend food)</p>
	B. Attentiveness and Persistence	1. Demonstrates self-control	<p>a. Engages in a structured activity for short periods of time</p>	<p>Q1.1 With minimal verbal prompting and redirection, actively engages in a small group teacher-directed activity for short periods of time (2-3 minutes) Q1.2 With frequent verbal prompting and redirection, engages in a large/whole group activity for short periods of time (up to 5 minutes) Q1.3 With frequent verbal prompting and redirection, remains engaged in an independent activity</p>	<p>Q2.1 With minimal verbal prompting and redirection, actively engages in a small group teacher-directed activity for short periods of time (3-5 minutes) Q2.2 With minimal verbal prompting and redirection, engages in a large/whole group activity for short periods of time (up to 10 minutes) Q2.3 With minimal verbal prompting and redirection, remains engaged in an independent activity</p>	<p>Q3.1 With minimal verbal prompting and/or visual cues, actively engages in a small group teacher-directed activity for short periods of time (5-7 minutes) Q3.2 With minimal verbal prompting and/or visual cues, engages in a large/whole group activity for short periods of time (up to 15 minutes) Q3.3 With minimal verbal prompting and/or visual cues, remains engaged in an independent activity</p>	<p>Q4.1 Actively engages in a small group teacher-directed activity for short periods of time (up to 10 minutes) Q4.2 With minimal verbal prompting and/or visual cues, engages in a large/whole group activity for short periods of time (up to 15 minutes) Q4.3 With minimal verbal prompting and/or visual cues, remains engaged in an independent activity</p>

			<p>b. Sustains attention to preferred and nonpreferred activities and demonstrates persistence when encountering setbacks</p>	<p>Q1.1 With verbal prompting and encouragement, will remain engaged in a preferred activity even when encountering a setback (having a block tower tumble, losing the piece to a puzzle, running out of space on the paper when drawing)</p> <p>Q1.2 With verbal prompting and encouragement, will return to a preferred activity that was abandoned due to setbacks</p> <p>Q1.3 May seek an adult's help to overcome setbacks that occur while engaged in a preferred activity</p>	<p>Q2.1 With minimal verbal prompting and/or visual cues, will remain engaged in a preferred activity even when encountering a setback (having a block tower tumble, losing the piece to a puzzle, running out of space on the paper when drawing)</p> <p>Q2.2 With minimal verbal prompting and/or visual cues, will return to a preferred activity that was abandoned due to setbacks</p> <p>Q2.3 With verbal prompting and encouragement, asks an adult for help to overcome setbacks that occur while engaged in a preferred activity</p> <p>Q2.4 With adult modeling and support, asks peers for help to overcome setbacks that occur while engaged in a preferred activity</p>	<p>Q3.1 With verbal prompting and encouragement, will remain engaged in a non-preferred activity even when encountering a setback (not understanding teacher direction, missing materials to complete a project, not able to use the designated tools, etc.)</p> <p>Q3.2 With verbal prompting and encouragement, will return to a non-preferred activity that was abandoned due to setbacks</p> <p>Q3.3 With minimal verbal prompting, asks an adult for help to overcome setbacks that occur while engaged in a preferred activity</p> <p>Q3.4 With verbal prompting and encouragement, asks peers for help to overcome setbacks that occur while engaged in a preferred activity</p> <p>Q3.5 With verbal prompting and encouragement, asks an adult for help to overcome setbacks that occur while engaged in a non-preferred activity</p> <p>Q3.6 With verbal prompting and encouragement, asks peers for help to overcome setbacks that occur while engaged in a non-preferred activity</p>	<p>Q4.1 With minimal verbal prompting, will remain engaged in a non-preferred activity even when encountering a setback (not understanding teacher direction, missing materials to complete a project, not able to use the designated tools, etc.)</p> <p>Q4.2 With minimal verbal prompting, will return to a non-preferred activity that was abandoned due to setbacks</p> <p>Q4.3 Consistently asks an adult for help to overcome setbacks that occur while engaged in a preferred activity</p> <p>Q4.4 With minimal verbal prompting, asks peers for help to overcome setbacks that occur while engaged in a preferred activity</p> <p>Q4.5 With minimal verbal prompting, asks an adult for help to overcome setbacks that occur while engaged in a non-preferred activity</p> <p>Q4.6 With minimal verbal prompting, asks peers for help to overcome setbacks that occur while engaged in a non-preferred activity</p>
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			<p>c. Cooperates with peers to accomplish a task while utilizing adult support</p>	<p>Q1.1 Relies on an adult model and verbal support to engage in structured activities or cooperative games with one or more peers Q1.2 May begin to request help from a preferred peer to accomplish classroom tasks such as cleaning up after a meal or picking up at the end of learning centers Q1.3 Relies on adult prompting to take turns with classroom materials Q1.4 Relies on adult prompting to take turns during whole group activities</p>	<p>Q2.1 Relies on an adult model and verbal support to engage in structured activities or cooperative games with one or more peers Q2.2 With verbal prompting and encouragement, begins to request help from a preferred peer to accomplish classroom tasks such as cleaning up after a meal or picking up at the end of learning centers Q2.3 Relies on adult prompting to take turns with classroom materials Q2.4 Relies on adult prompting to take turns during whole group activities</p>	<p>Q3.1 Works with peers during structured activities or cooperative games but requires adult support to correctly complete the activity or follow the game rules Q3.2 With minimal verbal prompting, requests help from a preferred peer to accomplish classroom tasks such as cleaning up after a meal or picking up at the end of learning centers Q3.3 Relies on verbal prompting or visual cues to take turns with classroom materials Q3.4 Relies on verbal prompting or visual cues to take turns during whole group activities</p>	<p>Q4.1 Works with peers during structured activities or cooperative games but requires adult support to correctly complete the activity or follow the game rules Q4.2 Regularly requests help from a preferred peer to accomplish classroom tasks such as cleaning up after a meal or picking up at the end of learning centers Q4.3 May request help from a non-preferred peer or a larger group of peers to accomplish classroom tasks such as cleaning up after a meal or picking up at the end of learning centers Q4.4 Takes turns with classroom materials and rarely needs reminders of the established classroom rules for sharing Q4.5 Take turns during whole group activities and rarely needs reminders of the established classroom rules for sharing</p>
			<p>d. Puts forth best efforts when completing activities</p>	<p>Q1.1 Makes an effort to complete an activity but leaves parts of the activity incomplete Q1.2 Makes an effort to complete an activity but rushes through parts of the activity and may incorrectly complete several steps in the activity Q1.3 Begins to ask for feedback/suggestions from the teacher in order to improve the quality or completion of the activity</p>	<p>Q2.1 Makes an effort to complete an activity but leaves parts of the activity incomplete Q2.2 Makes an effort to complete an activity but rushes through parts of the activity and may incorrectly complete several steps in the activity Q2.3 Begins to ask for feedback/suggestions from the teacher in order to improve the quality or completion of the activity</p>	<p>Q3.1 Makes an effort to complete an activity and with verbal prompting and encouragement will check with an adult to verify activity completion Q3.2 Makes an effort to complete an activity and with verbal prompting and encouragement will go back to correctly complete any steps in the activity that may have been missed Q3.3 With verbal prompting and encouragement, asks for feedback/suggestions from the teacher in order to improve the quality or completion of the activity</p>	<p>Q4.1 Consistently checks with an adult to be sure the activity is completed correctly Q4.2 Regularly takes feedback/suggestions from adults and adjusts the activity based on the feedback/suggestions Q4.3 May request feedback/suggestions from peers about the completion of an activity or quality of the completed activity</p>

	C. Play	1. Engages in a progression of individualized and imaginative play	a. Uses imagination to pretend/make-believe play a variety of familiar stories, fantasy situations or to act out new information learned	<p>Q1.1 Engages in pretend/make-believe play with minimal verbal prompting</p> <p>Q1.2 Selects own pretend objects for play with verbal prompting and encouragement</p> <p>Q1.3 Uses imaginary objects for play with adult modeling</p>	<p>Q2.1 Expands pretend/make-believe play to include familiar stories (nursery rhymes, fairy tales, favorite stories)</p> <p>Q2.2 Expands pretend/make-believe play to include fantasy situations (being a dinosaur, having magic powers, etc.)</p> <p>Q2.3 With adult modeling and prompting, uses pretend/make-believe play to act out new information learned (life cycle of a butterfly, preparing to go in a rocket to space, etc.)</p> <p>Q2.4 Selects objects to enhance pretend/make-believe play (costumes, props)</p> <p>Q2.5 With adult modeling and support, uses imaginary objects to enhance pretend/make-believe play when concrete objects can't be found</p>	<p>Q3.1 Expands pretend/make-believe play to include familiar stories (nursery rhymes, fairy tales, favorite stories)</p> <p>Q3.2 Expands pretend/make-believe play to include fantasy situations (being a dinosaur, having magic powers, etc.)</p> <p>Q3.3 With verbal prompting and encouragement, uses pretend/make-believe play to act out new information learned (life cycle of a butterfly, preparing to go in a rocket to space, etc.)</p> <p>Q3.4 Begins to take factual parts of stories and mix them with make-believe parts (Example: Telling the class their father took them to the store in a flying car.)</p> <p>Q3.5 Selects objects to enhance pretend/make-believe play (costumes, props)</p> <p>Q3.6 With adult modeling and support, uses imaginary objects to enhance pretend/make-believe play when concrete objects can't be found</p> <p>Q3.7 With adult modeling and support, begins to create pretend/make-believe play in a 'small world' (fairy garden, ladybug house, etc.)</p>	<p>Q4.1 Expands pretend/make-believe play to include familiar stories (nursery rhymes, fairy tales, favorite stories) and begins to include peers as part of the story</p> <p>Q4.2 Expands pretend/make-believe play to include fantasy situations (being a dinosaur, having magic powers, etc.) and begins to include peers as part of the story</p> <p>Q4.3 With minimal verbal prompting, uses pretend/make-believe play to act out new information learned (life cycle of a butterfly, preparing to go in a rocket to space, etc.)</p> <p>Q4.4 Consistently takes factual parts of stories and mixes them with make-believe parts (Example: Telling the class their father took them to the store in a flying car.)</p> <p>Q4.5 Intentionally selects objects to enhance pretend/make-believe play (costumes, props)</p> <p>Q4.6 With verbal prompting and encouragement, uses imaginary objects to enhance pretend/make-believe play when concrete objects can't be found</p> <p>Q4.7 With verbal prompting and encouragement, creates pretend/make-believe play in a 'small world' (fairy garden, ladybug house, etc.)</p>
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		2. Demonstrates a cooperative and flexible approach to play	a. Engages in cooperative play and learning activities with peers with adult support	<p>Q1.1 Begins to join play and learning activities independently and stays engaged in a small group activity for a short period of time</p> <p>Q1.2 With adult modeling and support, initiates play scenarios that allow for a group of children to play for an increasingly longer amount of time (Example: Building a blanket fort on the playground, setting up an ice cream shop in the sandbox)</p> <p>Q1.3 With verbal prompting and encouragement, joins a group engaged in a play scenarios and plays for an increasingly longer amount of time</p> <p>Q1.4 With verbal prompting and encouragement, works with a peer to accomplish a learning activity (putting together a puzzle, building a tall tower, etc.)</p>	<p>Q2.1 With adult modeling and support, initiates play scenarios that allow for a group of children to play for an increasingly longer amount of time (Example: Building a blanket fort on the playground, setting up an ice cream shop in the sandbox)</p> <p>Q2.2 With verbal prompting and encouragement, joins a group engaged in a play scenarios and plays for an increasingly longer amount of time</p> <p>Q2.3 With verbal prompting and encouragement, works with a peer to accomplish a learning activity (putting together a puzzle, building a tall tower, etc.)</p>	<p>Q3.1 With verbal prompting and encouragement, initiates play scenarios that allow for a group of children to play for an increasingly longer amount of time (Example: Building a blanket fort on the playground, setting up an ice cream shop in the sandbox)</p> <p>Q3.2 With minimal verbal prompting, joins a group engaged in a play scenarios and plays for an increasingly longer amount of time</p> <p>Q3.3 With minimal verbal prompting, works with a peer to accomplish a learning activity (putting together a puzzle, building a tall tower, etc.)</p>	<p>Q4.1 With verbal prompting and encouragement, initiates play scenarios that allow for a group of children to play for an increasingly longer amount of time (Example: Building a blanket fort on the playground, setting up an ice cream shop in the sandbox)</p> <p>Q4.2 With minimal verbal prompting, joins a group engaged in a play scenarios and plays for an increasingly longer amount of time</p> <p>Q4.3 With minimal verbal prompting, works with a peer to accomplish a learning activity (putting together a puzzle, building a tall tower, etc.)</p>
(SED) Social and Emotional Development	A. Developing a Sense of Self	1. Develops self-awareness	a. Recognizes self as a unique individual	<p>Q1.1 Uses minimal verbal prompting to correct pronoun use or correctly inserts pronouns I/me/mine in short spoken phrases</p> <p>Q1.2 Begins to recognize own unique needs/wants and how they differ from peers when an adult points it out</p> <p>Q1.3 Begins to recognize own unique likes/dislikes and how they differ from peers when an adult points it out</p> <p>Q1.4 Begins to recognize own unique thoughts/feelings and how they differ from peers when an adult points it out</p>	<p>Q2.1 Recognizes own unique needs/wants and how they differ from peers with frequent adult prompting</p> <p>Q2.2 Recognizes own unique likes/dislikes and how they differ from peers with frequent adult prompting</p> <p>Q2.3 Recognizes own unique thoughts/feelings and how they differ from peers with frequent adult prompting</p>	<p>Q3.1 Recognizes own unique needs/wants and how they differ from peers with minimal adult prompting</p> <p>Q3.2 Recognizes own unique likes/dislikes and how they differ from peers with minimal adult prompting</p> <p>Q3.3 Recognizes own unique thoughts/feelings and how they differ from peers with minimal adult prompting</p>	<p>Q4.1 Expresses own unique needs/wants (Example: "I want to be first in line to go outside." "I like passing out the napkins at snack.")</p> <p>Q4.2 Expresses own unique likes/dislikes (Example: "I love tomatoes but Jed thinks they are yucky.")</p> <p>Q4.3 Expresses own unique thoughts/feelings (Example: "I'm sad. I want my blanket.")</p>

			<p>b. Demonstrates knowledge of personal information</p>	<p>Q1.1 With verbal prompting and encouragement, can identify characteristics of self such as hair color, eye color, age, gender, size</p> <p>Q1.2 Begins to share about familiar community places and activities that are done with the family (favorite park, church, grocery store, etc.)</p> <p>Q1.3 Begins to share about family and extended family (Example: "I have a new baby brother.", "My grandma lives in Tennessee.")</p> <p>Q1.4 Begins to connect personal information to new information being presented (Example: "I live in an apartment just like the little girl in the book. My apartment doesn't have a porch to put flowers on.")</p>	<p>Q2.1 With minimal verbal prompting, can identify characteristics of self such as hair color, eye color, age, gender, size</p> <p>Q2.2 Begins to share about familiar community places and activities that are done with the family (favorite park, church, grocery store, etc.)</p> <p>Q2.3 Begins to share about family and extended family (Example: "I have a new baby brother.", "My grandma lives in Tennessee.")</p> <p>Q2.4 Begins to connect personal information to new information being presented (Example: "I live in an apartment just like the little girl in the book. My apartment doesn't have a porch to put flowers on.")</p>	<p>Q3.1 With minimal verbal prompting, expands/adds details when identifying characteristics of self (hair length, hair style, nose/mouth/eye shape, birthday month, etc.)</p> <p>Q3.2 Shares about familiar community places and activities that are done with the family (favorite park, church, grocery store, etc.) with minimal verbal prompting</p> <p>Q3.3 Share about family and extended family (Example: "I have a new baby brother.", "My grandma lives in Tennessee.") with minimal verbal prompting</p> <p>Q3.4 Connects personal information to new information being presented with minimal verbal prompting (Example: "I live in an apartment just like the little girl in the book. My apartment doesn't have a porch to put flowers on.")</p>	<p>Q4.1 With minimal verbal prompting, expands/adds details when identifying characteristics of self (hair length, hair style, nose/mouth/eye shape, birthday month, etc.)</p> <p>Q4.2 Regularly shares about familiar community places and activities that are done with the family (favorite park, church, grocery store, etc.)</p> <p>Q4.3 Regularly shares about family and extended family (Example: "I have a new baby brother.", "My grandma lives in Tennessee.")</p> <p>Q4.4 Regularly connects personal information to new information being presented (Example: "I live in an apartment just like the little girl in the book. My apartment doesn't have a porch to put flowers on.")</p>
			<p>c. Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p>	<p>Q1.1 Begins to learn vocabulary to adequately express personal success, accomplishments, and goal achievement</p>	<p>Q2.1 With verbal prompting and encouragement, utilizes learned vocabulary to express personal success, accomplishments, and goal achievement</p>	<p>Q3.1 With minimal verbal prompting, utilizes learned vocabulary to express personal success, accomplishments, and goal achievement</p>	<p>Q4.1 Regularly express personal success, accomplishments, and goal achievement (expresses satisfaction with accomplishing tasks without adult reminders, brings an adult to a learning center to show what has been accomplished)</p>

		2. Engages in self-expression	<p>a. With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p>	<p>Q1.1 With verbal prompting and encouragement, recognizes own facial expressions</p> <p>Q1.2 With verbal prompting and encouragement, associates facial expressions with basic emotions happy, sad and angry</p> <p>Q1.3 Begins to learn vocabulary associated with a larger range of emotions (frustration, jealousy, enthusiasm, nervousness, fear, etc.)</p>	<p>Q2.2 With minimal verbal prompting, associates facial expressions with basic emotions happy, sad and angry</p> <p>Q2.2 Begins to associate body language with basic emotions happy, sad, and angry</p> <p>Q2.3 With adult modeling and support, begins to personally identify a larger range of emotions (frustration, jealousy, enthusiasm, nervousness, fear, etc.)</p> <p>Q2.4 With adult modeling and support, begins to discuss and identify the emotions of characters in books or the emotions depicted in photos</p> <p>Q2.5 With adult modeling and support, begins to reflect emotions in personal artwork</p> <p>Q2.6 With adult modeling and support, begins to reflect on personal experiences that evoked strong emotions</p>	<p>Q3.1 Associates facial expressions and body language with basic emotions happy, sad, and angry</p> <p>Q3.2 With adult modeling and support, begins to personally identify a larger range of emotions (frustration, jealousy, enthusiasm, nervousness, fear, etc.)</p> <p>Q3.3 With adult modeling and support, begins to discuss and identify the emotions of characters in books or the emotions depicted in photos</p> <p>Q3.4 With adult modeling and support, begins to reflect emotions in personal artwork</p> <p>Q3.5 With adult modeling and support, begins to reflect on personal experiences that evoked strong emotions</p>	<p>Q4.1 With verbal prompting and encouragement, personally identifies a larger range of emotions (frustration, jealousy, enthusiasm, nervousness, fear, etc.)</p> <p>Q4.2 With verbal prompting and encouragement, discusses and identifies the emotions of characters in books or the emotions depicted in photos</p> <p>Q4.3 With verbal prompting and encouragement, reflects emotions in personal artwork</p> <p>Q4.4 With verbal prompting and encouragement, reflects on personal experiences that evoked strong emotions</p>
			<p>b. Shows emerging sense of independence in his/her own choices</p>	<p>Q1.1 With adult modeling and support, makes independent decisions regarding activities or materials (selecting unique or individual activities/materials apart from what a peer selects)</p>	<p>Q2.1 With verbal prompting and encouragement, makes independent decisions regarding activities or materials (selecting unique or individual activities/materials apart from what a peer selects)</p>	<p>Q3.1 With minimal verbal prompting, makes independent decisions regarding activities or materials (selecting unique or individual activities/materials apart from what a peer selects)</p>	<p>Q4.1 Regularly makes independent decisions regarding activities or materials (selecting unique or individual activities/materials apart from what a peer selects)</p>

	B. Self-Regulation	1. Demonstrates self-control	a. Uses adult support to cope with strong emotions	<p>Q1.1 Begins to self calm and use preferred strategies when feeling strong emotions but looks to familiar adults for additional assurance</p> <p>Q1.2 Asks an adult for reassurance that their parent will return</p> <p>Q1.3 Accepts when an adult says "no" without getting overly upset</p>	<p>Q2.1 With adult modeling and support, begins to reflect on own emotions and the strategies used to manage them</p> <p>Q2.2 With adult modeling and support, begins to reflect on own behaviors (attention and impulses) and the strategies used to manage them</p> <p>Q2.3 With verbal prompting and encouragement, separates easily from a parent at drop-off and caregiver pick up</p> <p>Q2.4 With verbal prompting and encouragement, begins to control own behaviors (starts and stops body during movement activities, stays in a designated spot during circle time, asks for a nap when tired, etc.)</p> <p>Q2.5 With adult modeling and support, begins to connect consequences to personal actions and the actions of others</p>	<p>Q3.1 With verbal prompting and encouragement, reflects on own emotions and the strategies used to manage them</p> <p>Q3.2 With verbal prompting and encouragement, reflects on own behaviors (attention and impulses) and the strategies used to manage them</p> <p>Q3.3 With verbal prompting and encouragement, separates easily from a parent at drop-off and caregiver pick up</p> <p>Q3.4 With verbal prompting and encouragement, controls own behaviors (starts and stops body during movement activities, stays in a designated spot during circle time, asks for a nap when tired, etc.)</p> <p>Q3.5 With verbal prompting and encouragement, connects consequences to personal actions and the actions of others</p>	<p>Q4.1 With minimal verbal prompting, reflects on own emotions and the strategies used to manage them</p> <p>Q4.2 With minimal verbal prompting, reflects on own behaviors (attention and impulses) and the strategies used to manage them</p> <p>Q4.3 With minimal verbal prompting, separates easily from a parent at drop-off and caregiver pick up</p> <p>Q4.4 With minimal verbal prompting, controls own behaviors (starts and stops body during movement activities, stays in a designated spot during circle time, asks for a nap when tired, etc.)</p> <p>Q4.5 With minimal verbal prompting, connects consequences to personal actions and the actions of others</p>
			b. Manages transitions and adapts to changes in schedules and routines with adult support	<p>Q1.1 With adult support, helps establish classroom routines</p> <p>Q1.2 With adult support, helps establish daily rituals</p> <p>Q1.3 With verbal prompting and encouragement, transitions without resistance, between whole group, small group, and individual activities</p> <p>Q1.4 With verbal prompting and encouragement, transitions without resistance, between indoor and outdoor activities</p>	<p>Q2.1 With verbal prompting and encouragement, follows established classroom routines</p> <p>Q2.2 With verbal prompting and encouragement, participates in established daily rituals</p> <p>Q2.3 With verbal prompting and encouragement, transitions without resistance, between whole group, small group, and individual activities</p> <p>Q2.4 With verbal prompting and encouragement, transitions without resistance, between indoor and outdoor activities</p>	<p>Q3.1 With verbal prompting and encouragement, follows established classroom routines</p> <p>Q3.2 With verbal prompting and encouragement, participates in established daily rituals</p> <p>Q3.3 With minimal verbal prompting, transitions without resistance, between whole group, small group, and individual activities</p> <p>Q3.4 With minimal verbal prompting, transitions without resistance, between indoor and outdoor activities</p>	<p>Q4.1 Follows established classroom routines with minimal need for adult redirection or prompting</p> <p>Q4.2 Participates in established daily rituals with minimal need for adult redirection or prompting</p> <p>Q4.3 Consistently transitions without resistance, between whole group, small group, and individual activities</p> <p>Q4.4 Consistently transitions without resistance, between indoor and outdoor activities</p>

	C. Developing a sense of Self with Others	1. Develops relationships with adults	a. Seeks out adult for help	Q1.1 Independently identifies difficult tasks or situations and looks to an adult to provide choices to navigate the tasks or situations	Q2.1 Initiates a difficult task independently, but requires frequent adult prompting to ask for help when unable to complete the task (Example: Puts a jacket on upside down and begins to get frustrated when it won't zip but waits for an adult to notice/ask if help is needed.)	Q3.1 Initiates a difficult task independently, but requires adult prompting to ask for help when unable to complete the task (Example: Attempts to reach for a toy on a high shelf and asks an adult for help after being warned that it is unsafe to climb on a shelf.)	Q4.1 Initiates a difficult task independently and seeks adult help when unable to complete the task (Example: Brings an adult a container after attempts to open it were unsuccessful.) Q4.2 May begin to seek out a familiar adult to provide suggestions or resources when encountering challenging tasks or situations
			b. Seeks adult support to solve peer conflicts	Q1.1 Relies on minimal verbal prompting from an adult to identify peer conflict and to provide guided choices to resolve the conflict	Q2.1 With frequent verbal prompting, seeks adult support to solve peer conflicts	Q3.1 With minimal verbal prompting, seeks adult support to solve peer conflicts	Q4.1 Regularly seeks adult support to solve peer conflicts Q4.2 Attempts to solve peer conflicts before seeking adult support
			c. Shows affection to familiar adults by using words and actions	Q1.1 With adult modeling and support, learns ways to express affection to familiar adults (Example: Saying 'I love you.', Giving a hug, Blowing kisses, Saying 'You are pretty.')	Q2.1 With verbal prompting and encouragement, practices different ways to express affection to familiar adults (Example: Saying 'I love you.', Giving a hug, Blowing kisses, Saying 'You are pretty.')	Q3.1 With minimal verbal prompting, uses words and/or actions to express affection to familiar adults (Example: Saying 'I love you.', Giving a hug, Blowing kisses, Saying 'You are pretty.')	Q4.1 Regularly uses words and actions to express affection to familiar adults (Example: Saying 'I love you.', Giving a hug, Blowing kisses, Saying 'You are pretty.')
		2. Develops relationships with peers	a. Recognizes and names the feelings of others	Q1.1 When provided with pictures of basic emotions can select the emotion or verbally express the emotion being felt by a peer in that moment Q1.2 Relies on adult prompting to notice changes in a tone of voice, body language, and facial expression when a peer or adult is experiencing positive or negative emotions	Q2.1 Consistently names or verbally expresses the basic emotion being felt by a peers Q2.2 With adult modeling and support, names or verbally expresses a range of emotions being felt by adults or peers Q2.3 Relies on adult prompting to notice changes in a tone of voice, body language, and facial expression when a peer or adult is experiencing positive or negative emotions	Q3.1 With adult modeling and support, names or verbally expresses a range of emotions being felt by adults or peers Q3.2 Begins to notice changes in a tone of voice, body language, and facial expression when a peer or adult is experiencing positive or negative emotions but still requires adult support to associate the changes with specific emotions	Q4.1 With verbal prompting and encouragement, names or verbally expresses a range of emotions being felt by adults or peers Q4.2 Notices changes in a tone of voice, body language, and facial expression when a peer or adult is experiencing positive or negative emotions but still requires adult prompting to associate the changes with specific emotions

			b. Engages in mutual/cooperative play	<p>Q1.1 Relies on verbal prompting and encouragement to select a peer group to play alongside</p> <p>Q1.2 With adult modeling and support, begins to engage in simple group games like London Bridge or Ring Around the Rosie</p> <p>Q1.3 With verbal prompting and encouragement, begins to include peers in pretend/make-believe play and/or construction play</p> <p>Q1.4 Begins to learn the names of all classroom peers and with adult support identifies peers by name when requesting them to play</p>	<p>Q2.1 With verbal prompting and encouragement, engages in simple group games like London Bridges or Ring Around the Rosie</p> <p>Q2.2 With verbal prompting and encouragement, willingly include peers in pretend/make-believe play and/or construction play</p> <p>Q2.3 Continues to learn the names of all classroom peers and with adult support identifies peers by name when requesting to them play</p>	<p>Q3.1 With verbal prompting and encouragement, engages in simple group games like London Bridges or Ring Around the Rosie</p> <p>Q3.2 With verbal prompting and encouragement, willingly include peers in pretend/make-believe play and/or construction play</p> <p>Q3.3 Identifies a majority of classroom peers by name when requesting them to play</p>	<p>Q4.1 With minimal verbal prompting, engages in simple group games like London Bridges or Ring Around the Rosie</p> <p>Q4.2 With minimal verbal prompting, willingly include peers in pretend/make-believe play and/or construction play</p> <p>Q4.3 Identifies a majority of classroom peers by name when requesting them to play</p>
			c. Initiates play with one or two other children	<p>Q1.1 Relies on verbal prompting and encouragement to select a peer to play with when provided a choice of two peers</p> <p>Q1.2 With adult modeling and support, begins to use appropriate verbal and non-verbal social gestures to show interest in playing with peers</p>	<p>Q2.1 With minimal verbal prompting, selects a peer or group of peers to play with</p> <p>Q2.2 With verbal prompting and encouragement, uses appropriate verbal and non-verbal social gestures to show interest in playing with peers</p>	<p>Q3.1 With minimal verbal prompting, selects a peer or group of peers to play with</p> <p>Q3.2 With verbal prompting and encouragement, uses appropriate verbal and non-verbal social gestures to show interest in playing with peers</p>	<p>Q4.1 Consistently selects a peer or group of peers to play with</p> <p>Q4.2 Consistently uses appropriate verbal and non-verbal social gestures to show interest in playing with peers</p>
			d. Shows emerging respect for peers' personal space and belongings	<p>Q1.1 With adult modeling and support, develops an awareness of personal boundaries</p> <p>Q1.2 With adult modeling and support, begins to learn the importance of respecting peers' belongings</p>	<p>Q2.1 With adult modeling and support, develops an awareness of personal boundaries</p> <p>Q2.2 With adult modeling and support, begins to learn the importance of respecting peers' belongings</p>	<p>Q3.1 With verbal prompting and encouragement, shows an awareness of personal boundaries (Example: Stays in a designated spot during circle time, keeps body to self while walking in line)</p> <p>Q3.2 With verbal prompting and encouragement, shows the importance of respecting peers' belongings (Example: Asks a friend to see their toy.)</p>	<p>Q4.1 With verbal prompting and encouragement, shows an awareness of personal boundaries (Example: Moves when a peer asks for more space, requests and accepts hugs or high fives from peers)</p> <p>Q4.2 With verbal prompting and encouragement, shows the importance of respecting peers' belongings (Example: Finds a toy and makes an effort to get it back to its owner, knows which lunchbox/water bottle/backpack belongs to which peer)</p>

(LEL) Language and Emergent Literacy	A. Receptive Language (Listening)	1. Listens for a variety of purposes and demonstrates comprehension	a. Engages in purposeful communicative interactions with adults and peers	Q1.1 With verbal prompting and encouragement, engages in multiple back-and-forth communicative interactions with adults and peers on a focused topic	Q2.1 With minimal verbal prompting, engages in multiple back-and-forth communicative interactions with adults and peers on a focused topic Q2.2 With verbal prompting and encouragement, initiates communicative interactions with adult and peers to appropriately gain attention Q2.3 With verbal prompting and encouragement, initiates communicative interactions with adults and peers to appropriately gain permission Q2.4 With verbal prompting and encouragement, initiates communicative interactions with adults and peers to appropriately gain information/clarification Q2.5 With adult modeling and support, initiates socially appropriate callings/greetings when interacting with adults and peers Q2.6 With adult modeling and support, initiates socially appropriate ways to be assertive when engaging in communicative interactions with peers	Q3.1 Regularly engages in multiple back-and-forth communicative interactions with adults and peers on a focused topic Q3.2 With verbal prompting and encouragement, initiates communicative interactions with adults and peers to appropriately gain attention Q3.3 With verbal prompting and encouragement, initiates communicative interactions with adults and peers to appropriately gain permission Q3.4 With verbal prompting and encouragement, initiates communicative interactions with adults and peers to appropriately gain information/clarification Q3.5 With adult modeling and support, initiates socially appropriate callings/greetings when interacting with adults and peers Q3.6 With adult modeling and support, practices socially appropriate ways to be assertive when engaging in communicative interactions with peers	Q4.1 Begins to engage in multiple back-and-forth communicative interactions with adults and peers for novel reasons or to reach a goal Q4.2 With verbal prompting and encouragement, appropriately gains the attention of adults and peers when engaging in purposeful communicative interactions Q4.3 With verbal prompting and encouragement, appropriately gains permission from adults and peers when engaging in purposeful communicative interactions Q4.4 With verbal prompting and encouragement, appropriately gains information/clarification from adult and peers when engaging in purposeful communicative interactions Q4.5 With verbal prompting and encouragement, initiates socially appropriate callings/greetings when interacting with adults and peers Q4.6 With verbal prompting and encouragement, utilizes socially appropriate ways to be assertive when engaging in communicative interactions with peers
			b. Follows two-step and three-step directions	Q1.1 Consistently follows one-step directions Q1.2 Follows the first step of a given direction but requires verbal prompting to complete the second step	Q2.1 Follows two-step directions with minimal verbal prompting	Q3.1 Follows the first two steps of a given direction but requires verbal prompting to complete the third step	Q4.1 Consistently follows two-step directions Q4.2 Follows three-step directions with minimal verbal prompting
			c. Follows multi-step directions with adult support	Q1.1 Initiates the first step of the multi-step direction but requires verbal prompting to complete the next step	Q2.1 Initiates the first two steps of the multi-step direction but requires verbal prompting to complete the next step	Q3.1 Regularly follows the first two or three steps of multi-step directions but requires verbal prompting to complete the next steps	Q4.1 Regularly follows the first two or three steps of multi-step directions and with minimal verbal prompting completes the next steps Q4.2 Follows multi-step directions with accuracy when utilizing written or visual supports

			<p>d. Responds to factual questions</p>	<p>Q1.1 Uses words or gestures to respond to simple questions Example: Point to a picture and ask 'What animal is this?' or 'Who is sleeping in this picture?'</p> <p>Q1.2 Relies on adult modeling and support, to answer factual questions (Who, What, Where or Why) Example: Who is wearing red today? What did you eat for breakfast?</p>	<p>Q2.1 Utilizes verbal and visual cues provided by an adult to answer factual questions (Who, What, Where, When, Why, How) Example: Who is wearing red today? What did you eat for breakfast?</p>	<p>Q3.1 With verbal prompting and encouragement, answers factual questions (Who, What, Where, When, Why, How) Example: Who is wearing red today? What did you eat for breakfast?</p>	<p>Q4.1 Consistently answers factual questions (Who, What, Where, When, Why, How) Example: Who is wearing red today? What did you eat for breakfast?</p>
		<p>2. Acquires vocabulary introduced in conversations, activities, stories, and/or books</p>	<p>a. Understands the meaning of words used in conversations, activities, stories and/or books across multiple topic areas</p>	<p>Q1.1 Shows understanding of common words (words from books and songs) by pointing to the book picture</p> <p>Q1.2 Shows understanding of common words (words from books and songs) by performing the actions mentioned in the book or song</p> <p>Q1.3 With adult modeling and support, begins to use vocabulary words across multiple topic areas (Mathematical Thinking: These two sets of counters are equal., Scientific Inquiry: The scale is balanced because both rocks are equal weight.)</p>	<p>Q2.1 Shows understanding of words used in conversations, activities, stories, songs and/or books by gesturing, following the actions, or using the words during play</p> <p>Q2.1 With adult modeling and support, continues to connect vocabulary words across multiple topic areas (Mathematical Thinking: These two sets of counters are equal., Scientific Inquiry: The scale is balanced because both rocks are equal weight.)</p>	<p>Q3.1 Shows understanding of words used in conversations, activities, stories, songs and/or books by gesturing, following the actions, or using the words in the correct context during play</p> <p>Q3.2 With adult modeling and support, shows understanding of words used in conversations, activities, stories, songs and/or books by providing a simple/child friendly definition of the word</p> <p>Q3.3 With adult modeling and support, shows understanding for words used in conversations, activities, stories, songs and/or books by providing a synonym for the word</p> <p>Q3.4 With verbal prompting and encouragement, connects vocabulary words across multiple topic areas (Mathematical Thinking: These two sets of counters are equal., Scientific Inquiry: The scale is balanced because both rocks are equal weight.)</p>	<p>Q4.1 Shows understanding of words used in conversations, activities, stories, songs and/or books by gesturing, following the actions, or using the words in the correct context during play</p> <p>Q4.2 With verbal prompting and encouragement, shows understanding of words used in conversations, activities, stories, songs and/or books by providing a simple/child friendly definition of the words</p> <p>Q4.3 With verbal prompting and encouragement, shows understanding for words used in conversations, activities, stories, songs and/or books by providing a synonym for the words</p> <p>Q4.4 With verbal prompting and encouragement, connects vocabulary words across multiple topic areas (Mathematical Thinking: These two sets of counters are equal., Scientific Inquiry: The scale is balanced because both rocks are equal weight.)</p>

			b. Understands new or novel vocabulary used in conversations, activities, stories and/or books	Q1.1 With adult modeling and support, begins to connect new or novel vocabulary with prior experiences.	Q2.1 With adult modeling and support, continues to connect new or novel vocabulary with prior experiences.	Q3.1 With verbal prompting and encouragement, shares prior experiences and utilizes the new or novel vocabulary when sharing Q3.2 With verbal prompting and encouragement, shares prior experiences and utilizes the experience to explain/define the new or novel vocabulary	Q4.1 With verbal prompting and encouragement, shares prior experiences and utilizes the new or novel vocabulary when sharing Q4.2 With verbal prompting and encouragement, shares prior experiences and utilizes the experience to explain/define the new or novel vocabulary
B. Expressive Language	1. Uses non-verbal communication for a variety of purposes	a. Uses gestures and actions to enhance verbal communication of wants and needs	Q1.1 Independently use multiple nonverbal gestures and actions such as head nods, thumbs up, or hands up in excitement along with appropriate facial expressions Q1.2 With adult modeling and support, begins to pair gestures and actions with verbal communication of wants and needs	Q2.1 With adult modeling and support, pairs gestures and actions with verbal communication of wants and needs (Example: Pointing to a high shelf and saying 'I need that book to read in the library.')	Q3.1 Utilizes verbal and visual cues from an adult, to refine or accurately pair gestures and actions with verbal communication of wants and needs (Example: Adult may ask a child to use their pointer finger to indicate a specific location after the child just waved their hand to a general area.)	Q4.1 Regularly pairs gestures and actions with verbal communication of wants and needs (Example: Child picks up a fork and hands it to the adult saying 'I want to eat my macaroni with this.' Q4.2 Accurately pairs gestures and actions with verbal communication of wants and needs (Example: Child shakes head from left to right and pushes out their hand and says 'No thank you.' when the adult offers a snack they don't like.)	
		b. Communicates feelings using non-verbal gestures and actions	Q1.1 With adult modeling and support, develops an understanding of nonverbal gestures, body language, and physical actions that communicate feelings	Q2.1 With adult modeling and support, continues to develop an understanding of nonverbal gestures, body language, and physical actions that communicate more complex feelings	Q3.1 With verbal prompting and encouragement, attempts to use nonverbal gestures, body language, and physical actions to communicate basic feelings Q3.2 With verbal prompting and encouragement, identifies basic feelings that are being communicated through an adult or peers' nonverbal gestures, body language or physical actions	Q4.1 Regularly uses nonverbal gestures, body language, and physical actions to communicate more basic feelings Q4.2 With verbal prompting and encouragement, attempts to use nonverbal gestures, body language, and physical actions to communicate more complex feelings Q4.3 With verbal prompting and encouragement, identifies more complex feelings that are being communicated through an adult or peers' nonverbal gestures, body language or physical actions	

		2. Uses increasingly complex spoken language	<p>a. Begins to demonstrate an understanding of conversational rules when initiating or extending conversations with adults or peers</p>	<p>Q1.1 With minimal verbal prompting, initiates and extends conversations with peers or adults</p> <p>Q1.2 Begins to notice non-verbal cues and body language during extended conversations when pointed out by an adult</p> <p>Q1.3 With adult prompting and support, begins to wait for their turn during the conversation exchange as to not interrupt peers or adults</p> <p>Q1.4 With adult prompting and support, begins to use a volume appropriate for the conversation setting</p>	<p>Q2.1 Appropriately initiates conversations with peers or adults</p> <p>Q2.2 With minimal verbal prompting, extends conversations with peers or adults</p> <p>Q2.3 Notice non-verbal cues and body language during extended conversations when pointed out by an adult</p> <p>Q2.4 Uses verbal and visual cues to remember to wait for their turn during the conversation exchange so as to not interrupt peers or adults</p> <p>Q2.5 Uses verbal and visual cues to remember to use a volume appropriate for the conversation setting</p>	<p>Q3.1 Extends conversations with peers or adults when appropriate</p> <p>Q3.2 With verbal prompting and encouragement, notices nonverbal cues and body language during extended conversations</p> <p>Q3.3 Uses minimal verbal and/or visual cues to remember to wait for their turn during the conversation exchange so as to not interrupt peers or adults</p> <p>Q3.4 Uses minimal verbal and/or visual cues to remember to use a volume appropriate for the conversation setting</p>	<p>Q4.1 Regularly initiates and/or extends conversations with peers or adults</p> <p>Q4.2 With minimal verbal prompting, acknowledges nonverbal cues and body language during extended conversations</p> <p>Q4.3 Regularly waits for their turn during the conversation exchange so as to not interrupt peers or adults</p> <p>Q4.4 Regularly remembers to use a volume appropriate for the conversation setting</p>
			<p>b. Demonstrates use of expanded sentences and sentence structures</p>	<p>Q1.1 Uses three or four word phrases to communicate wants</p> <p>Q1.2 Uses three or four word phrases to communicate needs</p> <p>Q1.3 With adult modeling and support, expands sentences to five or more words</p> <p>Q1.4 With adult modeling and support, begins to correctly use the past tense of common verbs (I ran very fast.)</p> <p>Q1.5 With adult modeling and support, begins to correctly use regular third person statements when talking about someone other than themselves (She is helping mommy.)</p>	<p>Q2.1 Uses short complete sentences to communicate wants</p> <p>Q2.2 Uses short complete sentences to communicate needs</p> <p>Q2.3 With adult modeling and support, expands sentences to five or more words</p> <p>Q2.4 With verbal prompting and encouragement, attempts to correctly use the past tense of common verbs (I ran very fast.)</p> <p>Q2.5 With verbal prompting and encouragement, attempts to correctly use regular third person statements when talking about someone other than themselves (She is helping mommy.)</p>	<p>Q3.1 With minimal verbal prompting, uses five or more words in a sentence to communicate wants and/or needs</p> <p>Q3.2 Correctly use the past tense of common verbs (I ran very fast.) at least 50% of the time</p> <p>Q3.3 Correctly use regular third person statements when talking about someone other than themselves (She is helping mommy.) at least 50% of the time</p>	<p>Q4.1 Consistently uses more than 5 words in a sentence to communicate wants and/or needs</p> <p>Q4.2 Uses past tense verbs when talking about something that has already happened</p> <p>Q4.3. Uses third person statements when (he/she/it/they) talking about someone other than themselves</p>

			<p>c. Asks increasingly complex questions</p>	<p>Q1.1 With minimal verbal prompting, asks "Wh" questions Q1.2 With adult modeling and support, asks questions that begin with "Is" or "How" Q1.3 With adult modeling and support, expands "Wh" questions to include past tense ("What happened to Julia?")</p>	<p>Q2.1 Regularly asks "Wh" questions Q2.2 With verbal prompting and encouragement, asks questions that begin with "Is" or "How" Q2.3 With verbal prompting and encouragement, expands "Wh" questions to include past tense ("What happened to Julia?")</p>	<p>Q3.1 Regularly asks questions that begin with "Is" or "How" Q3.2 With minimal verbal prompting, expands "Wh" questions to include past tense ("What happened to Julia?") Q3.3 With verbal prompting and encouragement, asks multiple "Wh" questions to gain additional understanding or clarity</p>	<p>Q4.1 Regularly asks questions to support the recall of information, increase understanding, or apply learning to new experiences Q4.2 Regularly asks "Wh" questions to include past tense ("What happened to Julia?") Q4.3 With minimal verbal prompting, asks multiple "Wh" questions to gain additional understanding or clarity</p>
			<p>d. Can be understood by familiar and unfamiliar adults and peers most of the time</p>	<p>Q1.1 Can be understood by familiar adults and peers most of the time Q1.2 Can be understood by unfamiliar adult and peers 50% of the time</p>	<p>Q2.1 Can be understood by unfamiliar adults and peers 50%-75% of the time</p>	<p>Q3.1 Can be understood by unfamiliar adults and peers 75%-100% of the time Q3.2 When prompted, will repeat words and phrases to enhance clarity or fix mispronunciations</p>	<p>Q4.1 Can be understood by familiar and unfamiliar adults and peers most of the time Q4.2 When prompted, will repeat words and phrases to enhance clarity or fix mispronunciations</p>
			<p>e. Uses expanded vocabulary in a variety of situations</p>	<p>Q1.1 Spontaneously uses words or several phrases from familiar books or songs Q1.2 With adult modeling and support, begins to use new vocabulary during structured play experiences</p>	<p>Q2.1 With adult modeling and support, uses new vocabulary during structured play experiences Q2.2 With verbal prompting and encouragement, uses recently learned vocabulary during small group or whole group discussions</p>	<p>Q3.1 With verbal prompting and encouragement, uses new vocabulary during structured play experiences Q3.2 With verbal prompting and encouragement, uses recently learned vocabulary during small group or whole group discussions Q3.3 With verbal prompting and encouragement, uses recently learned vocabulary when re-telling classroom events Q3.4 With verbal prompting and encouragement, uses recently learned vocabulary when describing learning experiences</p>	<p>Q4.1 With minimal verbal prompting, uses new vocabulary during structured play experiences Q4.2 With minimal verbal prompting, uses recently learned vocabulary during small group or whole group discussions Q4.3 With minimal verbal prompting, uses recently learned vocabulary when re-telling classroom events Q4.4 With minimal verbal prompting, uses recently learned vocabulary when describing learning experiences</p>

			f. Uses vocabulary to describe activities and experiences, including conjunctions to add details or elaborate phrases	<p>Q1.1 With verbal prompting and encouragement, uses words or phrases that describe objects and/or actions</p> <p>Q1.2 With adult modeling and support, begins to expand the description of objects to include what the object may be used for</p> <p>Q1.3 With adult modeling and support, begins to describe personal experiences</p>	<p>Q2.1 Regularly uses short sentences to describe objects and/or actions</p> <p>Q2.2 With verbal prompting and encouragement, expands the description of objects to include what the object may be used for</p> <p>Q2.3 With verbal prompting and encouragement, describes personal experiences and includes some details</p>	<p>Q3.1 Regularly uses multiple short sentences to describe objects and/or actions</p> <p>Q3.2 With verbal prompting and encouragement, expands the description of objects to include what the object is typically used for or how the object is going to be used</p> <p>Q3.3 With verbal prompting and encouragement, describes personal experiences and includes details such as favored sights, sounds, tastes, or smells</p>	<p>Q4.1 Regularly uses multiple expanded sentences to describe objects and/or actions</p> <p>Q4.2 With minimal verbal prompting, expands the description of objects to include what the object is typically used for or how the object is going to be used</p> <p>Q4.3 With minimal verbal prompting, describes personal experiences and includes details such as favored sights, sounds, tastes, or smells</p>
		3. Builds and expands comprehension through conversations	a. Listens to orally presented text and responds on topic during follow-up conversation	<p>Q1.1 With verbal prompting and visual cues, listens to orally presented text in a large group</p> <p>Q1.2 With verbal prompting and visual cues, participates in 'action' songs such as 'Going On a Bear Hunt' or 'echo' songs such as 'Party in the Jungle' in a large group</p> <p>Q1.3 With verbal prompting and visual cues, begins to utilize audiobooks and follow the cues to turn pages</p>	<p>Q2.1 With verbal prompting and encouragement, listens to orally presented text in a large group</p> <p>Q2.2 With verbal prompting and visual cues, remains engaged in large group conversations following a read-aloud</p> <p>Q2.3 With adult modeling and support, remains on topic during large group conversations following a read-aloud</p> <p>Q2.4 With verbal prompting and encouragement, participates in 'action' songs such as 'Going On a Bear Hunt' or 'echo' songs such as 'Party in the Jungle' in a large group</p> <p>Q2.5 With verbal and visual prompting, begins to utilize audiobooks and follow the cues to turn pages</p>	<p>Q3.1 With minimal verbal prompting, listens to orally presented text in a large group</p> <p>Q3.2 With verbal prompting and encouragement, remains engaged in large group conversations following a read-aloud</p> <p>Q3.3 With verbal prompting and encouragement, remains on topic during large group conversations following a read-aloud</p> <p>Q3.4 With verbal prompting and encouragement, actively engages in large group flannel board stories</p> <p>Q3.5 With minimal verbal prompting, participates in 'action' songs such as 'Going On a Bear Hunt' or 'echo' songs such as 'Party in the Jungle' in a large group</p> <p>Q3.6 With minimal adult prompting, utilizes audiobooks and follows the cues to turn pages</p>	<p>Q4.1 Regularly listens to orally presented text in a large group</p> <p>Q4.2 Regularly remains engaged in large group conversations following a read-aloud</p> <p>Q4.3 Consistently remains on topic during large group conversations following a read-aloud</p> <p>Q4.4 With minimal verbal prompting, actively engages in large group flannel board stories</p> <p>Q4.5 Actively participates in 'action' songs such as 'Going On a Bear Hunt' or 'echo' songs such as 'Party in the Jungle' in a large group</p> <p>Q4.6 Consistently follows the cues to turn pages when listening to audiobooks</p>

			<p>b. Listens and responds to peer conversations and group discussions</p>	<p>Q1.1 With adult modeling and support, begins to develop active listening skills such as turning body towards speaker, remaining focused on the speaker, holding thoughts/questions until the speaker is finished, etc.</p> <p>Q1.2 With adult modeling and support, extends/expands thoughts or ideas expressed during peer conversations (Example: Asks a peer if they played any games after the peer finished talking about a weekend birthday party)</p>	<p>Q2.1 With adult modeling and support, begins to develop active listening skills such as turning body towards speaker, remaining focused on the speaker, holding thoughts/questions until the speaker is finished, etc.</p> <p>Q2.2 With adult modeling and support, extends/expands thoughts or ideas expressed during peer conversations (Example: Asks a peer if they played any games after the peer finished talking about a weekend birthday party)</p> <p>Q2.3 With adult modeling and support, extends/expands thoughts or ideas expressed during large group discussions (Example: Talks about a recent experience at the animal shelter after a whole group read-aloud about pets.)</p>	<p>Q3.1 With verbal prompting and encouragement, practices active listening skills such as turning body towards speaker, remaining focused on the speaker, holding thoughts/questions until the speaker is finished, etc.</p> <p>Q3.2 With verbal prompting and encouragement, extends/expands thoughts or ideas expressed during peer conversations (Example: Asks a peer if they like banana bread after the peer mentions bananas are a favorite food.)</p> <p>Q3.3 With verbal prompting and encouragement, extends/expands thoughts or ideas expressed during large group discussions (Example: Asks a peer where they got their show and tell item, Reminds the group that the peas in their lunch are the same shape as the plants everyone is learning about.)</p>	<p>Q4.1 With verbal prompting and encouragement, practices active listening skills such as turning body towards speaker, remaining focused on the speaker, holding thoughts/questions until the speaker is finished, etc.</p> <p>Q4.2 With minimal verbal prompting, extends/expands thoughts or ideas expressed during peer conversations (Example: Asks a peer if they like banana bread after the peer mentions bananas are a favorite food.)</p> <p>Q4.3 With minimal verbal prompting, extends/expands thoughts or ideas expressed during large group discussions (Example: Asks a peer where they got their show and tell item, Reminds the group that the peas in their lunch are the same shape as the plants everyone is learning about.)</p>
			<p>c. Responds to more complex questions with appropriate answers</p>	<p>Q1.1 With adult modeling and support, provides a short response to opinion questions</p> <p>Q1.2 With adult modeling and support, responds to questions about peer and/or familial relationships (Example: How do you know Julie? Is she your cousin?)</p> <p>Q1.3 With adult modeling and support, responds to questions about personal planning (Example: What center will you do today? Who will you sit next to at lunch?)</p>	<p>Q2.1 With adult modeling and support, lengthens response to opinion questions</p> <p>Q2.2 With verbal prompting and encouragement, responds to questions about peer and/or familial relationships (Example: Did you get to see any of your friends from school at the park on Saturday?)</p> <p>Q2.3 With verbal prompting and encouragement, responds to questions about personal planning (Example: What center will you do today? Who will you sit next to at lunch?)</p>	<p>Q3.1 With verbal prompting and encouragement, responds to opinion questions by stating the opinion and providing a reason for the opinion</p> <p>Q3.2 With minimal verbal prompting, responds to questions about peer and/or familial relationships with some detail</p> <p>Q3.3 With minimal verbal prompting, responds to questions about personal planning with a plan and some plan details</p>	<p>Q4.1 With minimal verbal prompting, responds to opinion questions by stating the opinion and providing a reason for the opinion</p> <p>Q4.2 With minimal verbal prompting, responds to questions about peer and/or familial relationships in detail</p> <p>Q4.3 With minimal verbal prompting, responds to questions about personal planning with a plan, plan details, and a reason for the plan</p>

C. Early Reading	1. Acquires meaning from a variety of materials read aloud to them	a. Uses pictures to predict the main idea of a story before reading the story	Q1.1 Identifies the main idea or main character in a story after an adult reads the story title and provides verbal and visual cues Q1.2 With adult modeling and support, learns how to take a 'picture walk' through a book (Example: Adult reads the title of the book and slowly flips through the pages while pointing out details in the pictures that help predict the main idea.)	Q2.1 With verbal prompting and encouragement, identifies the main idea or main character in a story after an adult reads the story title Q2.2 With adult modeling and support, takes a 'picture walk' through a book and looks for details in the illustrations that show emotions or big events	Q3.1 With verbal prompting and encouragement, attempts to identify the main idea or main character in a story by the picture on the cover Q3.2 With verbal prompting and encouragement, takes a 'picture walk' through a book and looks for details in the illustrations that show emotions or big events	Q4.1 With minimal verbal prompting, uses the title of the book and the picture on the cover to identify the main idea or main character in a story Q4.2 With minimal verbal prompting, uses a 'picture walk' to predict the main idea of the story
		b. Retells a simple story using pictures and adult support	Q1.1 With verbal prompting and encouragement, uses pictures in the book to tell about the events or characters described in the story Q1.2 With adult modeling and support, identifies the end of a familiar story when provided a choice of 3 pictures of the story events	Q2.1 With verbal prompting and encouragement, retells an event from a familiar story using props that mirror the story characters Q2.2 With adult modeling and support, identifies the beginning of a familiar story when provided a choice of 3 pictures of the story events	Q3.1 With verbal prompting and encouragement, begins to retell an event from a recently read story using props that mirror the story characters Q3.2 With adult modeling and support, identifies the middle of a familiar story when provided a choice of 3 pictures of the story events	Q4.1 With verbal prompting and encouragement, retells a familiar story using props that mirror the story characters or pictures that mirror the story events Q4.2 With adult modeling and support, retells a recently read story using props that mirror the story characters or pictures that mirror the story events Q4.3 With adult modeling and support, sequences the beginning, middle and end of a familiar story when provided pictures of the story events
		c. Answers questions about a story	Q1.1 With verbal prompting and encouragement, uses words/phrases and picture support to answer questions about characters in the story (Example: Who is the story mostly about? Look at this picture of Red. How do you think Red feels in this picture?)	Q2.1 With verbal prompting and encouragement, uses phrases/sentences and picture support to answer questions about the setting in the story (Example: Where is Red? What is the weather like where Red lives?)	Q3.1 With verbal prompting and encouragement, uses expanded sentences and picture support to answer questions about specific events in the story (Example: Where is Red? What is the weather like where Red lives?)	Q4.1 Uses expanded sentences and picture support to correctly answers most questions asked about story characters Q4.2 Uses expanded sentences and picture support to correctly answers most questions asked about the story setting Q4.3 Uses expanded sentences and picture support to correctly answers most questions asked about the story characters Q4.4 With adult modeling and support, begins to answer compare and contrast questions about two familiar stories

			d. Begins to make story connections (story to story, story to real-life events)	<p>Q1.1 With adult modeling and support, compares the characters of two familiar stories</p> <p>Q1.2 With adult modeling and support, compares the settings of two familiar stories</p> <p>Q1.3 With adult modeling and support, compares the events of two familiar stories</p>	<p>Q2.1 With adult modeling and support, compares a real-life person to the character in a familiar story</p> <p>Q2.2 With adult modeling and support, compares a real-life setting to the setting of a familiar story</p> <p>Q2.3 With adult modeling and support, compares a real-life event to the events of a familiar story</p>	<p>Q3.1 With verbal prompting and encouragement, compares the characters of two familiar stories</p> <p>Q3.2 With verbal prompting and encouragement, compares a real-life person to the character in a familiar story</p> <p>Q3.3 With verbal prompting and encouragement, compares the settings of two familiar stories</p> <p>Q3.4 With verbal prompting and encouragement, compares a real-life setting to the setting of a familiar story</p> <p>Q3.5 With verbal prompting and encouragement, compares the events of two familiar stories</p> <p>Q3.6 With verbal prompting and encouragement, compares a real-life event to the events of a familiar story</p>	<p>Q4.1 With verbal prompting and encouragement, compares the characters of two familiar stories</p> <p>Q4.2 With verbal prompting and encouragement, compares a real-life person to the character in a familiar story</p> <p>Q4.3 With verbal prompting and encouragement, compares the settings of two familiar stories</p> <p>Q4.4 With verbal prompting and encouragement, compares a real-life setting to the setting of a familiar story</p> <p>Q4.5 With verbal prompting and encouragement, compares the events of two familiar stories</p> <p>Q4.6 With verbal prompting and encouragement, compares a real-life event to the events of a familiar story</p> <p>Q4.7 May begin to make and share story connections while listening to new stories</p>
		2. Develops early phonological awareness (discriminates the sounds of language)	a. Plays with the sounds of language	<p>Q1.1 With verbal prompting and encouragement, repeats several phrases from a familiar song, chant or nursery rhyme</p> <p>Q1.2 With adult modeling and support, learns new songs, rhymes, chants, poems, and fingerplays</p>	<p>Q2.1 Regularly repeats several phrases from favorite or familiar songs, chants or nursery rhymes</p> <p>Q2.2 With adult modeling and support, repeats several phrases from newly learned songs, rhymes, chants, poems, and fingerplays</p>	<p>Q3.1 With an adult model and verbal prompting, changes volume while repeating phrases from familiar songs, rhymes, chants, poems, and fingerplays</p> <p>Q3.2 With an adult model and verbal prompting, changes the speed of the rhythm while repeating phrases from familiar songs, rhymes, chants, poems, and fingerplays</p> <p>Q3.3 With an adult model and verbal prompting, changes pitch while repeating phrases from familiar songs, rhymes, chants, poems, and fingerplays</p> <p>Q3.4 With verbal prompting and encouragement, works to repeats phrases from newly learned songs, rhymes, chants, poems, and fingerplays</p>	<p>Q4.1 With verbal cues, changes volume while repeating phrases from familiar songs, rhymes, chants, poems, and fingerplays</p> <p>Q4.2 With verbal cues, changes the speed of the rhythm while repeating phrases from familiar songs, rhymes, chants, poems, and fingerplays</p> <p>Q4.3 With verbal cues, changes pitch while repeating phrases from familiar songs, rhymes, chants, poems, and fingerplays</p> <p>Q4.4 With minimal verbal prompting, regularly repeats phrases from newly learned songs, rhymes, chants, poems, and fingerplays</p> <p>Q4.5 May repeat a favorite song, rhyme, chant, poem, or fingerplay in its entirety</p>

			<p>b. Differentiates sounds that are the same and sounds that are different</p>	<p>Q1.1 With adult modeling and support, learns to identify common sounds in the classroom environment through listening Q1.2 With adult modeling and support, learns to identify common sounds in the outdoor environment through listening</p>	<p>Q2.1 With verbal prompting and encouragement, uses only listening to identify when an adult plays/makes two sounds that are the same (Example: Adult rings a bell behind their back waits and rings the bell again. Children identify the sound the adult played was the same both times.) Q2.2 With verbal prompting and encouragement, uses only listening to identify when an adult plays/makes two sounds that are different(Example: Adult rings a bell behind their back waits and then bangs two blocks together. Children identify the sounds the adult played were different.)</p>	<p>Q3.1 With verbal prompting and encouragement, uses only listening to identify if familiar classroom sounds and familiar outdoor sounds that are the same or different Q3.2 With verbal prompting and encouragement, uses only listening to identify if new/unfamiliar sounds are the same or different Q3.3 With adult modeling and support, uses physical actions to identify individual words in short spoken phrases (Example: Mimics an adult as the adult claps for each word when announcing the title of a book.)</p>	<p>Q4.1 Uses only listening to identify if environmental sounds are the same or different Q4.2 With adult modeling and support, uses physical actions to identify individual words in sentences (Example: Mimics an adult as the adult stomps for each word in the sentence 'My name is Luke.) Q4.3 With adult modeling and picture support, listens to 2 spoken words and identifies if those spoken words sounds the same at the end (rhyme)</p>
		3. Demonstrates awareness of print concepts	a. Shares an interest in books and print with others	<p>Q1.1 Independently selects a preferred book from a choice of 2-3 books Q1.2 Seeks out any available book (familiar or unfamiliar) to look at independently Q1.3 Seeks out print media other than books (magazines, newspapers, flyers, signs, labels, etc.) to look at independently Q1.4 Begins to take an interest in the books and print that peers are looking at during learning centers or free time</p>	<p>Q2.1 Seeks out any available book (familiar or unfamiliar) to look at independently Q2.2 Seeks out print media other than books (magazines, newspapers, flyers, signs, labels, etc.) to look at independently Q2.3 Sits next to a peer and attempts to share a book with the peer by looking at the pictures while the peer turns the pages</p>	<p>Q3.1 With verbal prompting and encouragement, shares books and print media with peers pointing out events, characters, or settings that are familiar/interesting/unique Q3.2 Sits next to a peer sharing one book or each looking at the same copy of the book while pretending to read the book and re-tell some or all of the story</p>	<p>Q4.1 With verbal prompting and encouragement, shares books and print media with peers pointing out events, characters, or settings that are familiar/interesting/unique Q4.2 Sits next to a peer sharing one book or each looking at the same copy of the book while pretending to read the book and re-tell some or all of the story Q4.3 May bring books or print media to a peer to provide it as a resource to the peer (Example: Brings a peer a book with a bird in it when overhearing the peer say they can't remember how to paint a bird's feet. Brings a peer a cookbook when the peer is acting as a chef in the kitchen and mentions they don't know how to cook soup.)</p>

			<p>b. Shows proficient book handling skills</p>	<p>Q1.1 Turns the book upright and faces the cover toward themselves when pretending to read Q1.2 Looks at the pictures with intention and sweeps a finger across the text or points to speech bubbles or captions on the page while pretending to read Q1.3 Moves a finger from top to bottom and left to right across the text while a book is being read aloud to them Q1.4 With verbal prompting and encouragement, attempts to use a "return sweep" when following along with the text while a book is being read aloud to them</p>	<p>Q2.1 Looks at the pictures with intention and with adult modeling can identify words/text independently from the picture Q2.2 With adult modeling and physical prompting, accurately moves a finger under simple text while the text is being read-aloud Q2.3 Moves finger from left to right and uses a "return sweep" to move to the next line of text when pretending to read or when listening to an audiobook</p>	<p>Q3.1 Looks at the pictures with intention and with adult prompting can identify words/text independently from the picture Q3.2 With frequent verbal prompting and physical cues, accurately moves a finger under simple text while the text is being read-aloud Q3.3 With frequent verbal prompting and physical cues, accurately moves a finger under each word in the title of a book Q3.4 Moves finger from left to right and uses a "return sweep" to move to the next line of text when pretending to read or when listening to an audiobook</p>	<p>Q4.1 Identifies words/text independently from the picture Q4.2 With minimal physical cues, accurately moves a finger under simple text while the text is being read-aloud Q4.3 With minimal physical cues, accurately moves a finger under each word in the title of a book Q4.4 Shows increasing accuracy while moving finger from left to right and using a "return sweep" to move to the next line of text when pretending to read or when listening to an audiobook</p>
			<p>c. Recognizes that print and symbols convey meaning (signs on buildings, logos, labels, own name)</p>	<p>Q1.1 May independently identify words or symbols on familiar signs, posters, flyers, labels, logos, etc. in the learning environment Q1.2 Requests to have new or unfamiliar print or symbols read aloud Q1.3 With verbal prompting and encouragement, identifies own name in print</p>	<p>Q2.1 Independently identify words or symbols on familiar signs, posters, flyers, labels, logos, etc. in the learning environment Q2.2 May ask peers to identify new or unknown words or symbols in the learning environment Q2.3 May offer to assist peers in identifying new or unknown words or symbols in the learning environment Q2.4 With verbal prompting and encouragement, identifies own name in print</p>	<p>Q3.1 May ask peers to identify new or unknown words or symbols in the learning environment Q3.2 May offer to assist peers in identifying new or unknown words or symbols in the learning environment Q3.3 Consistently identifies own name in print Q3.4 Begins to identify the printed names of preferred classmates Q3.5 With adult modeling and support, begins to utilize symbol knowledge to read rebus stories or follow picture directions Q3.6 Asks an adult to label something in the classroom that is not yet labeled Q3.7 May attempt to make own labels using symbols or letter-like shapes</p>	<p>Q4.1 Consistently identifies own name in print Q4.2 Identifies the printed names of most classmates Q4.3 With verbal prompting and encouragement, utilizes symbol knowledge to read rebus stories or follow picture directions Q4.4 Asks an adult to label something in the classroom that is not yet labeled Q4.5 Attempt to make own labels using symbols or letter-like shapes</p>

		4. Demonstrates increasing knowledge of the alphabet	a. Identifies some letters of the alphabet with adult support	<p>Q1.1 With verbal prompting and encouragement, identifies own name in print</p> <p>Q1.2 With adult support, begins to recognize and name the first letter of own name (Example: Traces first letter of their name with their finger and repeats "R" after the adult says "R")</p> <p>Q1.3 With adult support, begins to recognize and name the first letters of peers names (Example: Teacher writes all of the names in the classroom that start with the same letter. Teacher has those children stand up and identifies the first letter of their name. Teacher has the class repeat the letter that the names start with.)</p>	<p>Q2.1 With verbal prompting and encouragement, identifies own name in print</p> <p>Q2.2 With adult support, recognizes and names the first letter of own name (Example: Traces first letter of their name with their finger and repeats "R" after the adult says "R")</p> <p>Q2.3 With adult support, begins to recognize and name the first letters of peers' names (Example: Teacher writes all of the names in the classroom that start with the same letter. Teacher has those children stand up and identifies the first letter of their name. Teacher has the class repeat the letter that the names start with.)</p>	<p>Q3.1 Identifies own name in print</p> <p>Q3.2 Names the first letter of own name and when given a choice of 4 letters identifies the first letter of own name</p> <p>Q3.3 With verbal prompting and encouragement, recognizes and names the first letters of preferred peers' names</p>	<p>Q4.1 Identifies own name in print</p> <p>Q4.2 Names the first letter of own name and when given a choice of 4 letters identifies the first letter of own name</p> <p>Q4.3 With verbal prompting and encouragement, recognizes and names the first letters of most peers' names</p> <p>Q4.4 With adult support, begins to associate letters with their letter sounds</p>
	D. Early Writing	1. Use writing for a variety of purposes	a. Makes letter-like symbols and drawings to convey ideas, actions or objects	<p>Q1.1 Uses straight lines, curved lines, and intersecting lines to create letter-like symbols</p> <p>Q1.2 With adult modeling and support, begins to add details to drawings to more accurately convey ideas, actions or objects</p> <p>Q1.3 With adult modeling and support, talks about writing/drawing even if marks don't seem to accurately represent the idea</p>	<p>Q2.1 Uses straight lines, curved lines, and intersecting lines to create letter-like symbols</p> <p>Q2.2 With verbal prompting and encouragement, adds details to drawings to more accurately convey ideas, actions or objects</p> <p>Q2.3 With verbal prompting and encouragement, talks about writing/drawing and may point out specific features that are unique to the picture</p>	<p>Q3.1 Traces letters, numbers, or shapes with some accuracy</p> <p>Q3.2 With minimal verbal prompting, adds details to drawings to more accurately convey ideas, actions or objects</p> <p>Q3.3 With minimal verbal prompting, talks about writing/drawing and points out specific features that are unique to the picture or were mentioned while talking about the writing/drawing</p>	<p>Q4.1 Traces letters, numbers, or shapes with increasing accuracy</p> <p>Q4.2 Attempts to write first name or some letters from first name</p> <p>Q4.3 Copies first name from a written model provided by an adult</p> <p>Q4.4 With minimal verbal prompting, adds details to drawings to more accurately convey ideas, actions or objects</p> <p>Q4.5 With minimal verbal prompting, talks about writing/drawing and points out specific features that are unique to the picture or were mentioned while talking about the writing/drawing</p>

			<p>b. Shows proficient use of writing tools with adult support</p>	<p>Q1.1 With adult modeling and support, begins to transition from a fistful grasp or palmed grasp to a pincer grasp when using writing tools Q1.2 With adult modeling and support, begins to develop an understanding that different writing tools are selected/used for different purposes</p>	<p>Q2.1 With adult modeling and support, transitions from a fistful grasp or palmed grasp to a pincer grasp when using writing tools Q2.2 With adult modeling and support, continues to develop an understanding that different writing tools are selected/used for different purposes</p>	<p>Q3.1 With verbal prompting and physical cues, transitions from a fistful grasp or palmed grasp to a pincer grasp when using writing tools Q3.2 Begins to use different writing tools for different purposes</p>	<p>Q4.1 With minimal verbal prompting, utilizes a pincer grasp when using writing tools Q4.2 Generally uses different writing tools for different purposes</p>
			<p>c. Shows emerging awareness that writing can be used for a variety of purposes</p>	<p>Q1.1 With adult modeling and support, talks about writing even if marks don't seem to accurately represent the idea Q1.2 With adult modeling and support, begins to use writing across a variety of settings (scribbling a grocery list in the play kitchen, writing an exit sign on the sidewalk near the playground gate, labeling things in the math center, etc.)</p>	<p>Q2.1 With verbal prompting and encouragement, talks about writing/drawing and may point out specific features that are unique to the picture Q2.2 With verbal prompting and encouragement, uses writing across a variety of settings (scribbling a grocery list in the play kitchen, writing an exit sign on the sidewalk near the playground gate, labeling things in the math center, etc.)</p>	<p>Q3.1 With minimal verbal prompting, talks about writing/drawing and points out specific features that are unique to the picture or were mentioned while talking about the writing/drawing Q3.2 With verbal prompting and encouragement, uses writing across a variety of settings (scribbling a grocery list in the play kitchen, writing an exit sign on the sidewalk near the playground gate, labeling things in the math center, etc.)</p>	<p>Q4.1 With minimal verbal prompting, talks about writing/drawing and points out specific features that are unique to the picture or were mentioned while talking about the writing/drawing Q4.2 With verbal prompting and encouragement, uses writing across a variety of settings (scribbling a grocery list in the play kitchen, writing an exit sign on the sidewalk near the playground gate, labeling things in the math center, etc.)</p>
(CD-M) Cognitive Development-Mathematics	A. Number and Quantity	1. Organizes, represents, and builds knowledge of quantity and number	<p>a. Subitizes up to 4 objects</p>	<p>Q1.1 With verbal prompting and encouragement, identifies that two objects is 2</p>	<p>Q2.1 With verbal prompting and encouragement, identifies that three objects is 3</p>	<p>Q3.1 With verbal prompting and encouragement, identifies that four objects is 4</p>	<p>Q4.1 Consistently and accurately subitizes up to 4 objects</p>
			<p>b. Counts in a sequence up to 10</p>	<p>Q1.1 With verbal prompting and encouragement, counts numbers in a sequence up to 5 Q1.2 With adult modeling and support, counts backwards from 5</p>	<p>Q2.1 With verbal prompting and encouragement, counts numbers in a sequence up to 7 Q2.2 With verbal prompting and encouragement, counts backward from 5 Q2.3 In a large group with an adult model, practices counting on (up to 7) from a given number</p>	<p>Q3.1 With verbal prompting and encouragement, counts numbers in a sequence up to 9 Q3.2 Consistently and accurately counts backward from 5 Q3.3 In a large group with an adult model, practices counting on (up to 9) from a given number in a large group</p>	<p>Q4.1 With minimal verbal prompting, counts numbers in a sequence up to 10 Q4.2 With verbal prompting and encouragement, counts backward from 10 Q4.3 In a large group with an adult model, practices counting on (up to 10) from a given number in a large group</p>
			<p>c. Counts up to five objects using one-to-one correspondence with adult support</p>	<p>Q1.1 With verbal prompting and encouragement, counts up to three objects with one-to-one correspondence Q1.2 With adult modeling and support, matches object sets that contain 1, 2, or 3 objects with one-to-one correspondence</p>	<p>Q2.1 With verbal prompting and encouragement, counts up to four objects with one-to-one correspondence Q2.2 With verbal prompting and encouragement, matches object sets that contain 1, 2, or 3 objects with one-to-one correspondence</p>	<p>Q3.1 With verbal prompting and encouragement, counts up to five objects with one-to-one correspondence Q3.2 With verbal prompting and encouragement, matches object sets that contain 4 or 5 objects with one-to-one correspondence</p>	<p>Q4.1 Consistently and accurately counts up to five objects with one-to-one correspondence Q4.2 With minimal verbal prompting, uses one-to-one correspondence to match object sets with up to 5 objects</p>

			d. Begins to match number symbols 0-5 to object sets with adult support	Q1.1 With adult modeling and support, begins to identify the number symbol that represents objects sets 0, 1, 2	Q2.1 With adult modeling and support, identifies the number symbol that represents objects sets 0, 1, 2	Q3.1 With adult modeling and support, begins to identify the number symbol that represents objects sets 3, 4, 5	Q4.1 With adult modeling and support, identifies the number symbol that represents objects sets 3, 4, 5 Q4.2 May independently match the number symbol 0, 1, 2 with object sets Q4.3 May attempt to write or trace number symbols 0, 1, 2, 3, 4, 5
		2. Manipulates, compares, and describes relationships using quantity and number	a. Identifies more or less with a small set of objects (up to 5) and with adult support adds to or takes away from the group	Q1.1 With adult modeling and support, adds to a group of 3 to make more Q1.2 With adult modeling and support, takes away from a group of 3 to make it less	Q2.1 With adult modeling and support, adds to a group of 4 or 5 to make more Q2.2 With adult modeling and support, takes away from a group of 4 or 5 to make it less	Q3.1 With adult modeling and support, identifies the group that has more when given two sets of objects (up to 5) Q3.2 With adult modeling and support, identifies the group that has less when given two sets of objects (up to 5) Q3.3 With verbal prompting and encouragement, adds to or takes away from a given group to make a set of 5 objects	Q4.1 With verbal prompting and encouragement, identifies the group that has more when given two sets of objects (up to 5) Q4.2 With verbal prompting and encouragement, identifies the group that has less when given two sets of objects (up to 5) Q4.3 With minimal verbal prompting, adds to or takes away from a given group to make a set of 5 objects
			b. Identifies object sets that are equal	Q1.1 With adult modeling and support, begins to understand the definition of equal	Q2.1 With verbal prompting and encouragement, identifies two sets of objects (up to 3) as equal or not equal	Q3.1 With verbal prompting and encouragement, identifies two sets of objects (up to 5) as equal or not equal	Q4.1 Regularly identifies two sets of objects (up to 5) as equal or not equal Q4.1 With verbal prompting and encouragement, creates a set equal to a given set (up to 5)
	B. Measurement and Comparison	1. Explores and communicates about distance, weight, length, height, and time	a. Labels objects using size words	Q1.1 With adult modeling and verbal prompting, demonstrates an understanding of long/short, tall/short, big/small, big/little, heavy/light	Q2.1 With verbal prompting and encouragement, demonstrates an understanding of long/short, tall/short, big/small, big/little, heavy/light	Q3.1 With minimal verbal prompting, uses size words appropriately when playing with classroom materials that have different attributes (long/short, tall/short, big/small, big/little, heavy/light)	Q4.1 With minimal verbal prompting, uses size words appropriately when playing with classroom materials that have different attributes (long/short, tall/short, big/small, big/little, heavy/light) Q4.2 With minimal verbal prompting, verbally labels two objects with the appropriate size words Q4.3 May begin to utilize more specific size words (small/medium/large, short/average/tall, light/normal/heavy)

			<p>b. Uses a variety of standard and non-standard tools to measure objects with adult support</p>	<p>Q1.1 With adult modeling and support, develops an understanding of the term measurement Q1.2 With adult modeling and support, identifies standard and non-standard tools that could be utilized for measurement Q1.3 With adult modeling and support, develops an understanding of the term distance</p>	<p>Q2.1 Observes an adult as they use standard tools to measure objects in the learning environment Q2.2 Observes an adult as they use standard tools to measure length and/or distance Q2.3 With adult modeling and support, uses non-standard tools to measure objects in the learning environment Q2.4 With adult modeling and support, uses non-standard tools to measure short distances</p>	<p>Q3.1 Observes an adult as they use standard tools to measure objects in the learning environment Q3.2 Observes an adult as they use standard tools to measure length and/or distance Q3.3 With verbal prompting and encouragement, uses non-standard tools to measure objects in the learning environment Q3.4 With verbal prompting and encouragement, uses non-standard tools to measure short distances</p>	<p>Q4.1 Observes an adult as they use standard tools to measure objects in the learning environment Q4.2 Observes an adult as they use standard tools to measure length and/or distance Q4.3 With minimal verbal prompting, uses non-standard tools to accurately measure objects in the learning environment Q4.4 With minimal verbal prompting, uses non-standard tools to measure short distances</p>
			<p>c. Develops vocabulary for communicating about time</p>	<p>Q1.1 With adult modeling and support, begins to understand that time can be measured in many different units Q1.2 With adult modeling and support, identifies different instruments that can measure time Q1.3 With adult modeling and support, begins to develop an understanding of the words year, month, week, day, hour, minute and second</p>	<p>Q2.1 With adult modeling and support, continues to expand understanding of different units of time Q2.2 With adult modeling and support, develops an understanding of how different instruments measure time Q2.3 With adult modeling and support, identifies the difference between a day and a week Q2.4 With adult modeling and support, identifies the difference between morning and afternoon</p>	<p>Q3.1 With adult modeling and support, continues to expand understanding of different units of time Q3.2 With adult modeling and support, develops an understanding of how different instruments measure time (calendar/months, clock/hours/minutes/seconds, etc) Q3.3 With adult modeling and support, identifies the difference between a day and a week Q3.4 With adult modeling and support, identifies the difference between morning and afternoon</p>	<p>Q4.1 With verbal prompting and encouragement, identifies the difference between a day and a week Q4.2 With adult modeling and support, identifies the difference between a month and a year Q4.3 With verbal prompting and encouragement, identifies the difference between morning and afternoon Q4.4 With adult modeling and support, identifies the difference between an hour and a minute</p>

		2. Sorts, orders, classifies, and creates patterns	a. Identifies and duplicates simple patterns	<p>Q1.1 With verbal prompting and encouragement, identifies simple patterns in the learning environment</p> <p>Q1.2 When presented with an incomplete simple pattern, relies on adult prompting to notice that there is a missing part/piece of the pattern</p>	<p>Q2.1 Identifies simple patterns (AB) and with adult support predicts what comes next when the pattern is extended</p> <p>Q2.2 When presented with an incomplete simple pattern (AB), identifies the missing part/piece of the pattern with minimal verbal prompting</p>	<p>Q3.1 Identifies simple patterns (AB) and with minimal verbal prompting predicts what comes next when the pattern is extended</p> <p>Q3.2 When presented with an incomplete simple pattern (AB), identifies the missing part/piece of the pattern with minimal verbal prompting</p> <p>Q3.3 With adult modeling and support, duplicates a simple pattern (AB) from a physical and/or picture model</p> <p>Q3.4 With adult modeling and support, attempts to create own simple pattern (AB)</p>	<p>Q4.1 Identifies simple patterns (AB) and with minimal verbal prompting predicts what comes next when the pattern is extended</p> <p>Q4.2 When presented with an incomplete simple pattern (AB), identifies the missing part/piece of the pattern with minimal verbal prompting</p> <p>Q4.3 With adult modeling and support, duplicates a simple pattern (AB) from a physical and/or picture model</p>
			b. Sorts or compares objects by multiple attributes with adult support	<p>Q1.1 With adult modeling and verbal prompting, sorts a given set of objects by own preference of color, shape or size</p>	<p>Q2.1 With verbal prompting and encouragement, identifies the two attributes for multiple pre-sorted sets</p> <p>Q2.2 With adult modeling and support, sorts a given set of objects into predetermined groups based on two attributes</p> <p>Q2.3 With adult modeling and support, identifies ways to sort a given set of objects by two attributes</p>	<p>Q3.1 With minimal verbal prompting, identifies the two attributes for multiple pre-sorted sets</p> <p>Q3.2 With verbal prompting and encouragement, sorts a given set of objects into predetermined groups based on two attributes</p> <p>Q3.3 With verbal prompting and encouragement, identifies ways to sort a given set of objects by two attributes</p>	<p>Q4.1 Accurately identifies the two attributes for multiple pre-sorted sets</p> <p>Q4.2 Sorts a given set of objects into predetermined groups based on two attributes</p> <p>Q4.3 With verbal prompting and encouragement, identifies multiple ways to sort a given set of objects by two attributes</p> <p>Q4.5 With verbal prompting and encouragement, attempts to sort a given set of objects by more than two attributes (Example: Sorts by size, color & thickness)</p>
			c. Seriates objects (up to 4) independently	<p>Q1.1 With adult modeling and support, seriates 2 objects that have a moderate difference in length or size</p>	<p>Q2.1 With verbal prompting and encouragement, seriates 2 and 3 objects that have a moderate difference in length or size</p>	<p>Q3.1 With minimal verbal prompting, seriates 4 objects that have a moderate difference in length or size</p>	<p>Q4.1 Consistently seriates 4 objects that have a moderate difference in length or size</p> <p>Q4.2 With minimal verbal prompting, seriates 4 objects that have a minimal difference in length or size</p> <p>Q4.3 With adult modeling and support, begins to understand that objects can be seriated in many ways (Example: heaviest to lightest, fastest to slowest, shades of color, best to worst, etc.)</p>

			d. Collects data as a group with adult support	<p>Q.1 With adult modeling and support, develops an understanding of various ways to represent data (tally marks, graphs)</p> <p>Q1.2 Sorts a small collection of objects as a group and observes as an adult makes tally marks for each sorted group</p> <p>Q1.3 Sorts a small collection of objects as a group and observes as an adult makes a graph for each sorted group</p> <p>Q1.4 Participates in classroom voting or polls and observes as an adult records answers using tally marks or a graph</p>	<p>Q2.1 With adult modeling and support, continues to explore various ways to represent data (tally marks, graphs)</p> <p>Q2.2 Sorts a small collection of objects as a group and observes as an adult makes tally marks for each sorted group</p> <p>Q2.3 Sorts a small collection of objects as a group and observes as an adult makes a graph for each sorted group</p> <p>Q2.4 Participates in classroom voting or polls and observes as an adult records answers using tally marks or a graph</p>	<p>Q3.1 Sorts a small collection of objects as a group and with adult support shares the task of making tally marks for each sorted group</p> <p>Q3.2 Sorts a small collection of objects as a group and with adult support shares the task of making a graph for each sorted group</p> <p>Q3.3 Participates in classroom voting or polls and with adult support shares in the task of recording answers using tally marks or a graph</p>	<p>Q4.1 Sorts a small collection of objects as a group and with adult support shares the task of making tally marks for each sorted group</p> <p>Q4.2 Sorts a small collection of objects as a group and with adult support shares the task of making a graph for each sorted group</p> <p>Q4.3 Participates in classroom voting or polls and with adult support shares in the task of recording answers using tally marks or a graph</p>
D. Geometry and Spatial Thinking	1. Explores, recognizes, and describes spatial relationships between objects	a. Demonstrates understanding of spatial relationships through songs, finger plays and games	Q1.1 With adult modeling and verbal prompting, uses physical actions to demonstrate spatial directions contained in songs, fingerplays and games	Q2.1 With verbal prompting and encouragement, uses physical actions to demonstrate spatial directions contained in songs, fingerplays and games	Q3.1 With minimal verbal prompting, uses physical actions to demonstrate spatial directions contained in songs, fingerplays and games	Q4.1 Consistently and accurately uses physical actions to demonstrate spatial directions contained in songs, fingerplays and games	
		b. Demonstrates an understanding of directionality, order, and position of people and/or objects by following simple directions	Q1.1 With adult modeling and support, follows adult directions to move own body or an object in front of, behind, next to, on top of or under another person or object	<p>Q2.1 With adult modeling and support, follows adult directions to move own body or an object above, below, beside, near or farther away from another person or object</p> <p>Q2.2 With adult modeling and support, develops an understanding of the positions of first and last</p>	<p>Q3.1 With verbal prompting and encouragement, follows adult directions to move own body or an object in front of, behind, next to, on top of, under, above, below, beside, near or farther away from another person or object</p> <p>Q3.2 With verbal prompting and encouragement, identifies the positions of first and last</p>	<p>Q4.1 With minimal verbal prompting, follows adult directions to move own body or an object in front of, behind, next to, on top of, under, above, below, beside, near or farther away from another person or object</p> <p>Q4.2 With minimal verbal prompting, identifies the positions of first and last</p> <p>Q4.3 May prompt an adult to identify additional positions (first/next/last, or first, second, third)</p>	
		c. Flips, slides and rotates objects to make them fit together	Q1.1 With verbal prompting and encouragement, begins to flip, slide, and rotate floor puzzle pieces or linking blocks to fit them together	Q2.1 With minimal verbal prompting, flips, slides, and rotates floor puzzle pieces or linking blocks to fit them together	Q3.1 Flips, slides, and rotates floor puzzle pieces or linking blocks to fit them together	Q4.1 Proficiently flips, slides and rotates objects of all sizes to fit them together and to support more complex construction	

		2. Explores, recognizes, and describes shapes and shape concepts	a. Recognizes basic, two-dimensional shapes in the learning environment	<p>Q1.1 With minimal verbal prompting, matches circles to circles</p> <p>Q1.2 With verbal prompting and encouragement, can identify items in the learning environment that are a circle</p> <p>Q1.3 With minimal verbal prompting, matches squares to squares</p> <p>Q1.4 With verbal prompting and encouragement, can identify items in the learning environment that are a square</p>	<p>Q2.1 With adult modeling and support, learns to identify a triangle</p> <p>Q2.2 With adult modeling and support, learns to identify a rectangle</p> <p>Q2.3 With adult modeling and support, learns to identify a rhombus</p> <p>Q2.4 With adult modeling and support, learns to identify irregular shapes such as star and heart</p>	<p>Q3.1 With verbal prompting and encouragement, practices identifying things in the learning environment that are the shape of a triangle</p> <p>Q3.2 With verbal prompting and encouragement, practices identifying things in the learning environment that are the shape of a rectangle</p> <p>Q3.3 With verbal prompting and encouragement, practices identifying things in the learning environment that are the shape of a rhombus</p> <p>Q3.4 With verbal prompting and encouragement, practices identifying things in the learning environment that are irregular shapes such as star and heart</p>	<p>Q4.1 With minimal verbal prompting, identifies a triangle or things in the learning environment that are the shape of a triangle</p> <p>Q4.2 With minimal verbal prompting, identifies a rectangle or things in the learning environment that are the shape of a rectangle</p> <p>Q4.3 With minimal verbal prompting, identifies a rhombus or things in the learning environment that are the shape of a rhombus</p> <p>Q4.4 With minimal verbal prompting, identifies several irregular shapes or things in the learning environment that are irregular shapes</p> <p>Q4.5 With adult modeling and support, begins to develop an understanding that shapes can be combined to make new shapes (Example: Two squares combine to make a rectangle, two triangles combine to make a rhombus)</p> <p>Q4.6 May attempt to draw basic shapes (square, triangle, rectangle, rhombus, circle)</p> <p>Q4.7 May attempt to trace irregular shapes (heart, star)</p>
			b. Begins to explore three-dimensional shapes in the learning environment	<p>Q1.1 With adult modeling and support, finds similarities and differences between two-dimensional shapes and three-dimensional shapes</p> <p>Q1.2 With adult modeling and support, begins to develop an understanding that three-dimensional objects have multiple faces, edges and vertices</p>	<p>Q2.1 With adult modeling and support, continues to compare and contrast two-dimensional shapes and three-dimensional shapes</p> <p>Q2.2 With adult modeling and support, continues to develop an understanding that three-dimensional objects have multiple faces, edges and vertices</p> <p>Q2.3 Begins to learn the names of three-dimensional shapes commonly found in the learning environment (sphere, cube, cylinder)</p>	<p>Q3.1 With adult modeling and support, practices identifying three-dimensional shapes commonly found in the learning environment (sphere, cube, cylinder)</p> <p>Q3.2 Explores three-dimensional shapes when creating structures</p>	<p>Q4.1 With adult modeling and support, practices identifying three-dimensional shapes commonly found in the learning environment (sphere, cube, cylinder)</p> <p>Q4.2 With adult modeling and support, identifies characteristics of three-dimensional shapes such as faces, edges, and vertices</p> <p>Q4.3 Explores three-dimensional shapes when creating structures</p>

(CD-S) Cognitive Development- Science	A. Scientific Skills and Methods	1. Demonstrates scientific inquiry skills and communicates scientific ideas clearly	a. Uses the senses to observe and explore objects/materials in the physical environment	Q1.1 With verbal prompting and encouragement, regularly uses 5 of the 5 senses to explore the physical environment (point to new objects, turn head towards interesting sounds, touch new textures, hold nose when smelling something unpleasurable, or make faces when eating something new)	Q2.1 With adult modeling and self talk, uses multiple senses to observe and explore in depth familiar objects/materials provided by an adult (Example: Looks at an orange with a magnifying glass, drops the orange on the table and floor to see if it makes, smells the orange once it is cut open, tastes the orange) Q2.2 With adult modeling and self talk, uses multiple senses to observe and explore unfamiliar objects/materials (Example: Looks at the white liquid in the cup at the science center, sticks a finger in the white liquid brings it to the nose to smell it, pours the liquid into another cup, mixes the white liquid with water) Q2.3 With adult modeling and verbal prompting, begins to observe/explore in depth objects/materials of own choosing	Q3.1 With verbal prompting and self talk, uses multiple senses to observe and explore in depth familiar objects/materials provided by an adult (Example: Looks at an orange with a magnifying glass, drops the orange on the table and floor to see if it makes, smells the orange once it is cut open, tastes the orange) Q3.2 With verbal prompting and self talk, uses multiple senses to observe and explore unfamiliar objects/materials (Example: Looks at the white liquid in the cup at the science center, sticks a finger in the white liquid brings it to the nose to smell it, pours the liquid into another cup, mixes the white liquid with water) Q3.3 With verbal prompting and encouragement, observes/explores in depth objects/materials of own choosing	Q4.1 With verbal prompting and encouragement, uses multiple senses to observe and explore in depth familiar objects/materials provided by an adult (Example: Looks at an orange with a magnifying glass, drops the orange on the table and floor to see if it makes, smells the orange once it is cut open, tastes the orange) Q4.2 With verbal prompting and encouragement, uses multiple senses to observe and explore unfamiliar objects/materials (Example: Looks at the white liquid in the cup at the science center, sticks a finger in the white liquid brings it to the nose to smell it, pours the liquid into another cup, mixes the white liquid with water) Q4.3 With minimal verbal prompting, observes/explores in depth objects/materials of own choosing
			b. Discusses observations about objects and events in the physical environment and with adult support, records observations through drawings and/or dictations	Q1.1 With adult modeling and verbal encouragement, uses gestures and words to talk about the objects seen during observations Q1.2 Uses straight lines, curved lines, and intersecting lines to create letter-like symbols when recording observations Q1.3 With adult modeling and support, begins draw what is being observed during science inquiry Q1.4 With adult modeling and support, talks about writing/drawing even if marks don't seem to accurately represent the ideas	Q2.1 With adult modeling and verbal encouragement, uses gestures and words to talk about the events seen during observations (Example: Vinegar causing an explosion when added to baking soda) Q2.2 Uses straight lines, curved lines, and intersecting lines to create letter-like symbols when recording observations Q2.3 With adult modeling and support, draws what is being observed during science inquiry Q2.4 With verbal prompting and encouragement, talks about writing/drawing even if marks don't seem to accurately represent the ideas	Q3.1 With verbal prompting and encouragement, uses gestures and words to talk about the objects seen during observations Q3.2 With verbal prompting and encouragement, uses gestures and words to talk about the events seen during observations Q3.3 Uses letters and letter-like symbols when recording observations Q3.4 With verbal prompting and encouragement, draws what is being observed during science inquiry Q3.5 With verbal prompting and encouragement, provides an adult with dictation for the drawn observation	Q4.1 With verbal prompting and encouragement, pairs complete sentences and gestures to talk about the objects seen during observations Q4.2 With verbal prompting and encouragement, pairs complete sentences and gestures to talk about the events seen during observations Q4.3 Uses letters and letter-like symbols when recording observations Q4.4 With verbal prompting and encouragement, draws with some detail what is being observed during science inquiry Q4.5 With verbal prompting and encouragement, provides an adult with dictation for the drawn observation

			<p>c. Uses simple tools during experiments and observations (magnifying glass, spoons, measuring cups)</p>	<p>Q1.1 With minimal verbal prompting, uses a variety of simple tools appropriately in play Q1.2 With minimal verbal prompting, uses a variety of simple tools appropriately when exploring the learning environment (indoors or outdoors)</p>	<p>Q2.1 Uses a variety of simple tools appropriately in play Q2.2 Uses a variety of simple tools appropriately when exploring the learning environment (indoors or outdoors)</p>	<p>Q3.1 With adult modeling and support, uses tools as directed during experiments and observations (Example: Uses the 1/2 cup measuring cup to measure flour for playdough, uses a flashlight to attempt to look through objects, uses a microscope to magnify a specimen)</p>	<p>Q4.1 With verbal prompting and encouragement, uses tools as directed during experiments and observations (Example: Uses the 1/2 cup measuring cup to measure flour for playdough, uses a flashlight to attempt to look through objects, uses a microscope to magnify a specimen)</p>
			<p>d. Participates in simple experiments and with adult support discusses some scientific practices</p>	<p>Q1.1 Requires an adult model and verbal prompting to sustain attention while an adult demonstrates a simple experiment Q1.2 Begins to develop an understanding of some scientific practices (Asking Questions/Defining Problems, Planning and Carrying out Investigations, Analyzing and Interpreting Data, Constructing Explanations and Designing Solutions)</p>	<p>Q2.1 Requires frequent verbal prompting to sustain attention while an adult demonstrates a simple experiment Q2.2 Continues to develop an understanding of some scientific practices (Asking Questions/Defining Problems, Planning and Carrying out Investigations, Analyzing and Interpreting Data, Constructing Explanations and Designing Solutions)</p>	<p>Q3.1 With verbal prompting and encouragement, participates in a simple experiment (Example: Uses hot water and cold water to see which will melt an ice cube the fastest) Q3.2 With adult modeling and support engages in the scientific practice of asking questions/defining problems Q3.2 With adult modeling and support engages in the scientific practice of planning and carrying out investigations</p>	<p>Q4.1 With minimal verbal prompting, participates in a simple experiment (Example: Uses hot water and cold water to see which will melt an ice cube the fastest) Q4.2 With adult modeling and support, engages in the scientific practice of analyzing and interpreting data Q4.3 With adult modeling and support, engages in the scientific practice of constructing explanations Q4.4 With adult modeling and support, engages in the scientific practice of designing solutions</p>
B. Earth and Space Science	1. Demonstrate knowledge related to dynamic properties of the earth and sky	a. Explores and investigates the different states of water (water, ice, vapor)	<p>Q1.1 With minimal verbal prompting, explores the properties of water Q1.2 With verbal prompting and encouragement, uses the associated vocabulary while exploring the different properties of water</p>	<p>Q2.1 Explores the properties of water Q2.2 With minimal verbal prompting, correctly uses the associated vocabulary while exploring the different properties of water</p>	<p>Q3.1 Begins to develop an understanding that water has different states/phases (solid/ice, liquid/water, gas/vapor) Q3.2 With adult modeling and support, develops an understanding of how water develops into a solid (ice) Q3.3 With adult modeling and support, develops an understanding of how water develops into a gas (vapor)</p>	<p>Q4.1 Continues to develop an understanding that water has different states/phases (solid/ice, liquid/water, gas/vapor) Q4.2 With verbal prompting and encouragement, explores water changing from a liquid state to a solid and from a solid state back to a liquid state Q4.3 With adult support, explores water changing from a liquid state to a gas state and from a gas state back to a liquid state</p>	

			<p>b. Explores and investigates the properties of mud, sand, soil, and rocks</p>	<p>Q1.1 With minimal verbal prompting, explores the different properties of mud, sand and soil Q1.2 With verbal prompting and encouragement, uses the associated vocabulary while exploring the different properties of mud, sand and soil (e.g. wet, cold, rocky, hard, soft, grainy, slippery)</p>	<p>Q2.1 With adult modeling and support, explores the different properties of rocks (texture, color, size) Q2.2 With verbal prompting and encouragement, investigates adding water to soil and sand Q2.3 With verbal prompting and encouragement, investigates mixing mud, sand, soil and rocks</p>	<p>Q3.1 With adult modeling and support, investigates and sorts rocks by their properties (texture, color, size) Q3.2 With minimal verbal prompting, investigates adding water to soil and sand Q3.3 With minimal verbal prompting, investigates mixing mud, sand, soil and rocks</p>	<p>Q4.1 Begins to develop an understanding that rocks are made up of different things and are created in nature different ways Q4.2 With adult modeling and support, observes and explores how weather changes mud, sand, soil and rocks over time</p>
			<p>c. Begins to compare daytime and nighttime cycles</p>	<p>Q1.1 With minimal verbal prompting, talks about the objects seen in the daytime sky Q1.2 With minimal verbal prompting, talks about the objects seen in the nighttime sky Q1.3 With verbal prompting and encouragement, uses the associated vocabulary while observing the daytime or nighttime sky</p>	<p>Q2.1 Independently identifies and sorts objects seen in the daytime sky and the nighttime sky Q2.2 Begins to develop an understanding that day and night are created by the rotation of the earth Q2.3 Begins to develop an understanding that the sun, moon, and stars are always in the sky even if they can't be seen</p>	<p>Q3.1 Independently identifies events/activities that occur in the daytime or in the nighttime or in both the daytime and the nighttime Q3.2 Continues to develop an understanding that day and night are created by the rotation of the earth Q3.3 Continues to develop an understanding that the sun, moon, and stars are always in the sky even if they can't be seen</p>	<p>Q4.1 Demonstrates through conversations and play the understanding that day and night are created by the rotation of the earth Q4.2 Demonstrates through conversations and play an understanding that the sun, moon, and stars are always in the sky even if they can't be seen</p>
			<p>d. Observes and discusses the weather and begins to associate different weather patterns with the seasons</p>	<p>Q1.1 With minimal verbal prompting, talks about the weather Q1.2 With verbal prompting and encouragement, uses the associated vocabulary while observing the weather Q1.3 Begins to learn vocabulary associated with the seasons (Fall, Winter, Spring, Summer)</p>	<p>Q2.1 Regularly talks about the weather occurring at the present time Q2.2 Consistently uses the associated vocabulary while observing and discussing the weather Q2.3 With adult modeling and support, observes changes in the weather and begins to predict what weather may occur in the near future Q2.4 With adult modeling and support, identifies the current season of the year and the weather typically associated with that season</p>	<p>Q3.1 Regularly talks about the weather occurring at the present time Q3.2 Consistently uses the associated vocabulary while observing and discussing the weather Q3.3 With adult modeling and support, observes changes in the weather and begins to predict what weather may occur in the near future Q3.4 With adult modeling and support, identifies the current season of the year and the weather typically associated with that season</p>	<p>Q4.1 With verbal prompting and encouragement, observes changes in the weather and predicts what weather may occur in the near future Q4.2 With verbal prompting and encouragement, identifies the current season of the year and the weather typically associated with that season</p>

	C. Living Things	1. Demonstrates knowledge related to living things and their environments	a. Explores and investigates a variety of plants and animals	<p>Q1.1 With minimal verbal prompting, investigates a variety of plants and animals in the natural environment</p> <p>Q1.2 With adult modeling and verbal prompting, talks about a variety of plants and animals in the natural environment</p>	<p>Q2.1 Independently investigates a variety of plants and animals in the natural environment</p> <p>Q2.2 With verbal prompting and encouragement, talks about a variety of plants and animals in the natural environment</p>	<p>Q3.1 With adult modeling and support, begins to closely examine (look for unique features) a variety of plants and animals in the natural environment</p> <p>Q3.2 With adult modeling and support, begins to compare and contrast individual features of a variety of plants and animals in the natural environment</p>	<p>Q4.1 With verbal prompting and encouragement, closely examines (looks for unique features) a variety of plants and animals in the natural environment</p> <p>Q4.2 With verbal prompting and encouragement, compares and contrasts individual features of a variety of plants and animals in the natural environment</p>
			b. Develops an understanding of the life cycles of living things	<p>Q1.1 With minimal verbal prompting, begins to identify living things in the proper stage of growth (e.g. baby, grown up, old, young, puppy, dog, chick, hen)</p> <p>Q1.2 Begins to learn vocabulary associated with plant and animal life cycles (seed, stem, flower, egg, metamorphosis, adult, etc.)</p>	<p>Q2.1 Identifies living things in their proper stage of growth (e.g. baby, grown up, old, young, puppy, dog, chick, hen)</p> <p>Q2.2 Continues to learn vocabulary associated with plant and animal life cycles (seed, stem, flower, egg, metamorphosis, adult, etc.)</p> <p>Q2.3 With adult modeling and support, develops an understanding of the life cycle of a plant</p> <p>Q2.4 With adult modeling and support, develops an understanding of the life cycle of a spider</p> <p>Q2.5 With adult modeling and support, develops an understanding of the life cycle of a few insects (ladybug, butterfly, beetle, etc.)</p> <p>Q2.6 With adult modeling and support, develops an understanding of the life cycle of a few animals (frogs, chickens, humans, et.)</p>	<p>Q3.1 Uses learned vocabulary when discussing plant and animal life cycles (seed, stem, flower, egg, metamorphosis, adult, etc.)</p> <p>Q3.2 With adult modeling and support, continues to develop an understanding of the life cycle of a plant</p> <p>Q3.3 With adult modeling and support, continues to develop an understanding of the life cycle of a spider</p> <p>Q3.4 With adult modeling and support, continues to develop an understanding of the life cycle of a few insects (ladybug, butterfly, beetle, etc.)</p> <p>Q3.5 With adult modeling and support, continues to develop an understanding of the life cycle of a few animals (frogs, chickens, humans, et.)</p>	<p>Q4.1 Uses learned vocabulary when discussing plant and animal life cycles (seed, stem, flower, egg, metamorphosis, adult, etc.)</p> <p>Q4.2 Demonstrates a basic understanding of the life cycle of a plant through conversations and play</p> <p>Q4.3 Demonstrates a basic understanding of the life cycle of a spider through conversations and play</p> <p>Q4.4 Demonstrates a basic understanding of the life cycle of a few insects (ladybug, butterfly, beetle, etc.) through conversations and play</p> <p>Q4.5 Demonstrates a basic understanding of the life cycle of a few animals (frogs, chickens, humans, et.) through conversations and play</p>

			<p>c. Explores habitats for a variety of animals</p>	<p>Q1.1 Begins to understand the definition of 'habitat' Q1.2 Begins to develop an understanding of different types of habitats (forest, desert, mountains, polar regions, oceans, fresh water) Q1.3 Begins to develop an understanding of different elements of habitats (food, water, shelter, space)</p>	<p>Q2.1 Explores different types of habitats (forest, desert, mountains, polar regions, oceans, fresh water) with adult support Q2.2 With adult modeling and support, identifies the elements of habitat (food, water, shelter, space) in own environment</p>	<p>Q3.1 With adult modeling and support, matches animals to their appropriate habitat Q3.2 With adult modeling and support, identifies the elements of habitat (food, water, shelter, space) for preferred/favorite animals</p>	<p>Q4.1 With verbal prompting and encouragement, matches animals to their appropriate habitat Q4.2 With adult modeling and support, identifies some elements of habitat (food, water, shelter, space) for a few animals (Example: Knows frogs need to live in water and be able to eat insects, Knows elephants live in the forests and on the plains and get water from rivers, streams, ponds and lakes)</p>
			<p>d. Identifies and describes the functions of body parts</p>	<p>Q1.1 With minimal verbal prompting, identifies 5 of the 5 sense organs and their functions Q1.2 With adult modeling and support, identifies body parts commonly found in books and songs (head, brain, back, spine, heart, lungs, knees, thumbs, elbows, feet, etc.) Q1.3 Begins to develop an understanding of how each identified body part functions (Brain is the 'computer' for the body, Spine holds the body together, Elbows help your arms bend, etc.)</p>	<p>Q2.1 Consistently and accurately identifies 5 of the 5 sense organs and their functions Q2.2 With verbal prompting and encouragement, identifies body parts commonly found in books and songs (head, brain, back, spine, heart, lungs, knees, thumbs, elbows, feet, etc.) Q2.3 Continues to develop an understanding of how each identified body part functions (Brain is the 'computer' for the body, Spine holds the body together, Elbows help your arms bend, etc.)</p>	<p>Q3.1 With minimal verbal prompting, identifies body parts commonly found in books and songs (head, brain, back, spine, heart, lungs, knees, thumbs, elbows, feet, etc.) Q3.2 With verbal prompting and encouragement, identifies 3 or more body part functions (Brain is the 'computer' for the body, Spine holds the body together, Elbows help your arms bend, etc.)</p>	<p>Q4.1 Independently identifies some body parts commonly found in books and songs (head, brain, back, spine, heart, lungs, knees, thumbs, elbows, feet, etc.) Q4.2 With verbal prompting and encouragement, identifies 4 or more body part functions (Brain is the 'computer' for the body, Spine holds the body together, Elbows help your arms bend, etc.)</p>

	D. Physical Science	1. Demonstrates knowledge related to physical science	a. Investigates different types of motion and speed	<p>Q1.1 With verbal prompting and encouragement, explores the concepts of motion and speed in structured and unstructured play</p> <p>Q1.2 With minimal verbal prompting and encouragement, uses the basic vocabulary associated with motion and speed when playing during structured and unstructured activities</p>	<p>Q2.1 With minimal verbal prompting, explores the concepts of motion and speed in structured and unstructured play</p> <p>Q2.2 Regularly uses the basic vocabulary associated with motion and speed when playing during structured and unstructured activities</p> <p>Q2.3 With adult modeling and support, expands vocabulary to describe varied rates of speed</p> <p>Q2.4 With adult modeling and support, expands vocabulary to describe a variety of movements (motion)</p>	<p>Q3.1 Explores the concepts of motion and speed in structured and unstructured play</p> <p>Q3.2 Regularly uses the basic vocabulary associated with motion and speed when playing during structured and unstructured activities</p> <p>Q3.3 With adult modeling and support, continues to expand vocabulary to describe varied rates of speed</p> <p>Q3.4 With adult modeling and support, continues to expand vocabulary to describe a variety of movements (motion)</p>	<p>Q4.1 Begins to trial different ideas to vary the motion or speed of an object</p> <p>Q4.2 With adult modeling and support, uses learned vocabulary to describe varied rates of speed</p> <p>Q4.3 With adult modeling and support, uses learned vocabulary to compare objects moving at varied rates of speed</p> <p>Q4.4 With adult modeling and support, uses learned vocabulary to describe a variety of movements (motion)</p> <p>Q4.5 With adult modeling and support, uses learned vocabulary to compare movements of objects</p>
			b. Explores and identifies basic properties and states of matter	<p>Q1.1 With minimal verbal prompting, uses vocabulary associated with basic properties of matter (hard, soft, wet, dry, warm, cold)</p> <p>Q1.2 Begins to develop an understanding of some basic states of matter (solid, liquid, gas)</p> <p>Q1.3 With adult modeling and support, identifies the state of matter for familiar classroom objects/materials</p>	<p>Q2.1 Consistently uses accurate vocabulary to talk about the basic properties of matter (hard, soft, wet, dry, warm, cold)</p> <p>Q2.2 Continues to develop an understanding of some basic states of matter (solid, liquid, gas)</p> <p>Q2.3 With verbal prompting and encouragement, identifies the state of matter for familiar classroom objects/materials</p>	<p>Q3.1 Demonstrates an understanding of some basic states of matter (solid, liquid, gas) through conversation and play</p> <p>Q3.2 With minimal verbal prompting, identifies the state of matter for familiar classroom objects/materials</p>	<p>Q4.1 Demonstrates an understanding of some basic states of matter (solid, liquid, gas) through conversation and play</p> <p>Q4.2 With minimal verbal prompting, identifies the state of matter for familiar and unfamiliar classroom objects/materials</p> <p>Q4.3 With adult modeling and support, explores combining materials in different states of matter</p>

			<p>c. Begins to describe the properties and characteristics of energy (light, heat, electricity)</p>	<p>Q1.1 Begins to notice the different properties and characteristics of light Q1.2 Begins to notice the different properties and characteristics of heat (natural: sun, fire or man-made: oven/stove, heater) Q1.3 Begins to notice the different properties and characteristics of electricity (static, lightning, battery, outlet) Q1.4 Develops vocabulary associated with the properties of light (bright, dim, shadow, transparent, reflect, refract, speed, wave, etc.) Q1.5 Develops vocabulary associated with the properties of heat (transfer, temperature, hot, warm, radiate, etc.) Q1.6 Develops vocabulary associated with the properties of electricity (circuit, volt, shock, switch, charge, conduct, etc.)</p>	<p>Q2.1 With adult modeling and support, explores different properties and characteristics of light Q2.2 Observes as an adult demonstrates the properties and characteristics of heat (natural: sun, fire or man-made: oven/stove, heater) Q2.3 Observes as an adult demonstrates the properties and characteristics of electricity (static, lightning, battery, outlet) Q2.4 Continues to develop vocabulary associated with the properties of light (bright, dim, shadow, transparent, reflect, refract, speed, wave, etc.) Q2.5 Continues to develop vocabulary associated with the properties of heat (transfer, temperature, hot, warm, radiate, etc.) Q2.6 Continues to develop vocabulary associated with the properties of electricity (circuit, volt, shock, switch, charge, conduct, etc.)</p>	<p>Q3.1 With verbal prompting and encouragement, explores different properties and characteristics of light Q3.2 Observes as an adult demonstrates the properties and characteristics of heat (natural: sun, fire or man-made: oven/stove, heater) Q3.3 Observes as an adult demonstrates the properties and characteristics of electricity (static, lightning, battery, outlet) Q3.4 With verbal prompting and encouragement, uses learned vocabulary to talk about the properties of light (bright, dim, shadow, transparent, reflect, refract, speed, wave, etc.) Q3.5 With verbal prompting and encouragement, uses learned vocabulary to talk about the properties of heat (transfer, temperature, hot, warm, radiate, etc.) Q3.6 With verbal prompting and encouragement, uses learned vocabulary to talk about the properties of electricity (circuit, volt, shock, switch, charge, conduct, etc.)</p>	<p>Q4.1 With minimal verbal prompting, explores different properties and characteristics of light Q4.2 Asks an adult to demonstrate/explore their questions about heat (natural: sun, fire or man-made: oven/stove, heater) Q4.3 Asks an adult to demonstrate/explore their questions about electricity (static, lightning, battery, outlet) Q4.4 With verbal prompting and encouragement, uses learned vocabulary to talk about the properties of light (bright, dim, shadow, transparent, reflect, refract, speed, wave, etc.) Q4.5 With verbal prompting and encouragement, uses learned vocabulary to talk about the properties of heat (transfer, temperature, hot, warm, radiate, etc.) Q4.6 With verbal prompting and encouragement, uses learned vocabulary to talk about the properties of electricity (circuit, volt, shock, switch, charge, conduct, etc.)</p>
			<p>d. Begins to describe the properties and characteristics of sound (pitch, volume, tone)</p>	<p>Q1.1 Begins to notice the different properties and characteristics of sound (pitch, volume, tone) Q1.2 Develops vocabulary associated with the properties of sound (wavelength, low pitch, high pitch, speed: fast/slow, loud, soft, etc.)</p>	<p>Q2.1 With adult modeling and support, explores the different properties and characteristics of sound (pitch, volume, tone) Q2.2 Continues to develop vocabulary associated with the properties of sound (wavelength, low pitch, high pitch, speed: fast/slow, loud, soft, etc.)</p>	<p>Q3.1 With adult modeling and support, explores the different properties and characteristics of sound (pitch, volume, tone) Q3.2 With verbal prompting and encouragement, uses learned vocabulary to talk about the properties of sound (wavelength, low pitch, high pitch, speed: fast/slow, loud, soft, etc.)</p>	<p>Q4.1 With verbal prompting and encouragement, explores the different properties and characteristics of sound (pitch, volume, tone) Q4.2 With verbal prompting and encouragement, uses learned vocabulary to talk about the properties of sound (wavelength, low pitch, high pitch, speed: fast/slow, loud, soft, etc.)</p>

	E. Interaction with the Environment	1. Demonstrates an awareness of, and the need to protect their environment (ecosystem, Earth, home) through the conservation and preservation of natural resources	a. Participates in activities that protect the environment (ecosystem, Earth, home) with adult support	Q1.1 With minimal verbal prompting, begins to notice harmful things in the environment (ecosystem, Earth, home) Q1.2 With adult modeling and self talk, offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment	Q2.1 Notices harmful things in the immediate environment (classroom, playground, etc.) and points it out to an adult Q2.2 With verbal prompting and encouragement, offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment	Q3.1 Notices harmful things in the immediate environment (classroom, playground, etc.) and points it out to an adult Q3.2 With verbal prompting and encouragement, offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment	Q4.1 Notices harmful things in the immediate environment (classroom, playground, etc.) and attempts to address the problem on their own Q4.2 With minimal verbal prompting, offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment
			b. Demonstrates understanding of sustainability practices with adult support	Q1.1 With verbal prompting and encouragement, reminds peers when they engage in actions that do not support sustainability practices (e.g. leaving the water running after washing hands, using too many paper towels when drying hands, leaving the classroom lights on when the class is outside) Q1.2 Participates in shared reading experiences about the Earth Q1.3 Asks simple questions about the Earth Q1.4 Answers simple questions about the Earth	Q2.1 With minimal verbal prompting, reminds peers when they engage in actions that do not support sustainability practices (e.g. leaving the water running after washing hands, using too many paper towels when drying hands, leaving the classroom lights on when the class is outside) Q2.2 Participates in shared reading experiences about the Earth Q2.3 Asks increasingly more complex questions about the Earth Q2.4 Answers increasingly more complex questions about the Earth	Q3.1 Reminds peers when they engage in actions that do not support sustainability practices (e.g. leaving the water running after washing hands, using too many paper towels when drying hands, leaving the classroom lights on when the class is outside) Q3.2 Participates in shared reading experiences about the Earth Q3.3 Asks increasingly more complex questions about the Earth Q3.4 Answers increasingly more complex questions about the Earth	Q4.1 Reminds peers when they engage in actions that do not support sustainability practices (e.g. leaving the water running after washing hands, using too many paper towels when drying hands, leaving the classroom lights on when the class is outside) Q4.2 Participates in shared reading experiences about the Earth Q4.3 Asks increasingly more complex questions about the Earth Q4.4 Answers increasingly more complex questions about the Earth

(CD-SS) Cognitive Development- Social Studies	A. Family and Culture	1. Demonstrates understanding of their family and an emerging awareness of their own culture and ethnicity	a. Identifies self in relationship to the family unit	Q1.1 With verbal prompting and encouragement, uses the correct vocabulary to talk about immediate family Q1.2 With verbal prompting and encouragement, uses the correct vocabulary to talk about family practices (traditions, celebrations, holidays, songs, food, language) experienced with immediate family Q1.3 Begins to develop an understanding of the term 'siblings' Q1.4 Begins to develop an understanding of extended family (aunts, uncles, cousins, grandparents) Q1.5 Begins to develop an understanding of age order (grandparents > parents > kids > babies)	Q2.1 With minimal verbal prompting, uses the correct vocabulary to talk about immediate family Q2.2 With minimal verbal prompting, uses the correct vocabulary to talk about family practices (traditions, celebrations, holidays, songs, food, language) experienced with immediate family Q2.3 With verbal prompting and encouragement, uses the word 'siblings' correctly in conversation and during play Q2.4 Continues to develop an understanding of extended family (aunts, uncles, cousins, grandparents) Q2.5 Continues to develop an understanding of age order (grandparents > parents > kids > babies)	Q3.1 Uses the correct vocabulary to talk about immediate family Q3.2 Uses the correct vocabulary to talk about family practices (traditions, celebrations, holidays, songs, food, language) experienced with immediate family Q3.3 With minimal verbal prompting, uses the word 'siblings' correctly during conversations and play Q3.4 With verbal prompting and encouragement, correctly refers to extended family (aunts, uncles, cousins, grandparents) during conversations and play Q3.5 With verbal prompting and encouragement, correctly refers to age order (grandparents > parents > kids > babies) during conversations and play	Q4.1 Uses the correct vocabulary to talk about immediate family Q4.2 Uses the correct vocabulary to talk about family practices (traditions, celebrations, holidays, songs, food, language) experienced with immediate and extended family Q4.3 With minimal verbal prompting, describes and/or draws 'siblings' with some accuracy in a family portrait or identifies self as having 'no siblings' Q4.4 With minimal verbal prompting, correctly refers to extended family (aunts, uncles, cousins, grandparents) during conversations and play Q4.5 Begins to identify similarities and differences between people of different generations (grandparents > parents > kids > babies) Q4.6 Begins to take on the role of someone from a different generation (grandma/grandpa, baby, great aunt/uncle, etc.) during dramatic play/pretend play
			b. Identifies similarities and differences between self and peers	Q1.1 With verbal prompting and encouragement, can identify physical characteristics of others such as hair color, eye color, age, gender, size Q1.2 With verbal prompting and encouragement, can identify physical characteristics of peers that are different from self	Q2.1 With minimal verbal prompting, identifies physical characteristics of others such as hair color, eye color, age, gender, size Q2.2 With minimal verbal prompting, identifies physical characteristics of peers that are different from self Q2.3 Begins to identify own unique abilities when an adult points them out Q2.4 Begins to identify the unique abilities of peers when an adult points them out	Q3.1 With verbal prompting and encouragement, identifies own unique abilities Q3.2 With verbal prompting and encouragement, identifies the unique abilities of peers Q3.3 With adult modeling and support, begins to develop an appreciation for the cultural and linguistic differences among peers (Example: learning different words for the same object, including all peers in play, etc.)	Q4.1 With verbal prompting and encouragement, identifies own unique abilities Q4.2 With verbal prompting and encouragement, identifies the unique abilities of peers Q4.3 With adult modeling and support, begins to develop an appreciation for the cultural and linguistic differences among peers (Example: learning different words for the same object, including all peers in play, etc.) Q4.4 With adult modeling and support, begins to explore events/situations from another's perspective

			c. Asks simple questions about others' cultures	<p>Q1.1 Begins to notice the unique cultural characteristics of peers when an adult points them out (Example: An adult points out a peer eating with chopsticks instead of a fork, An adult points out a peer wearing a long decorated dress and mentions the dress is called a sari)</p> <p>Q1.2 Participates in shared reading experiences about cultural traditions and/or holidays</p>	<p>Q2.1 With adult modeling and support, begins to ask questions about the unique cultural characteristics of peers (Example: Asks a peer about their specific hairstyle, Asks a peer to provide the name of a common object in their native language)</p> <p>Q2.2 Participates in shared reading experiences about cultural traditions and/or holidays</p>	<p>Q3.1 With verbal prompting and encouragement, ask questions to further their understanding of cultural differences in language, clothing, food, etc.</p> <p>Q3.2 With adult modeling and support, explores cultural traditions and/or holidays during dramatic play/pretend play</p>	<p>Q4.1 With verbal prompting and encouragement, ask questions to further their understanding of cultural differences in language, clothing, food, etc.</p> <p>Q4.2 With verbal prompting and encouragement, explores cultural traditions and/or holidays during dramatic play/pretend play</p>
	B. People and Community	1. Demonstrates an understanding of the classroom community	a. Understands most classroom/school/community rules and routines and follows them with minimal adult support	<p>Q1.1 With minimal verbal prompting, follows simple classroom/school/community rules and routines (Begins to clean up when the "Clean up" song is played, Puts toys away in the designated spot in the classroom, Washes hands before meals, Gets a blanket and lies down for nap)</p> <p>Q1.2 Takes care of shared classroom and community materials (crayons, markers, paper, toys, etc.)</p>	<p>Q2.1 Consistently follows simple classroom/school/community rules and routines (Begins to clean up when the "Clean up" song is played, Puts toys away in the designated spot in the classroom, Washes hands before meals, Gets a blanket and lies down for nap)</p> <p>Q2.2 Takes care of shared classroom and community materials (crayons, markers, paper, toys, etc.)</p> <p>Q2.3 With adult modeling and support, explores more complex classroom/school/community rules and routines (Throwing trash away in a trash can and not out the car window, crossing the street in the crosswalk, asking an adult to replace the empty soap dispenser)</p>	<p>Q3.1 With adult modeling and support, begins to take care of shared school and community spaces (notifies an adult when finding broken equipment in a part, notifies an adult when noticing a lost item in the store parking lot, etc.)</p> <p>Q3.2 With verbal prompting and encouragement, attempts to follow more complex classroom/school/community rules and routines (Throwing trash away in a trash can and not out the car window, crossing the street in the crosswalk, asking an adult to replace the empty soap dispenser)</p>	<p>Q4.1 With verbal prompting and encouragement, takes care of shared school and community spaces (notifies an adult when finding broken equipment in a part, notifies an adult when noticing a lost item in the store parking lot, etc.)</p> <p>Q4.2 With verbal prompting and encouragement, follows more complex classroom/school/community rules and routines (Throwing trash away in a trash can and not out the car window, crossing the street in the crosswalk, asking an adult to replace the empty soap dispenser)</p>

			<p>b. Follows established group norms and displays appropriate social behavior with minimal adult support</p>	<p>Q1.1 Participates in discussions and role play about group norms (getting along, showing respect for peer's ideas, using quiet voices, participating, staying with the group, etc.) with adult support Q1.2 Begins to develop an understanding of social behaviors that are appropriate and inappropriate through adult modeling and physical prompting</p>	<p>Q2.1 Participates in discussions and role play about group norms (getting along, showing respect for peer's ideas, using quiet voices, participating, staying with the group, etc.) with adult support Q2.2 Continues to develop an understanding of social behaviors that are appropriate and inappropriate through adult modeling and physical prompting</p>	<p>Q3.1 States some established group norms (getting along, showing respect for peer's ideas, using quiet voices, participating, staying with the group, etc.) when prompted by an adult Q3.2 Displays appropriate social behaviors with frequent verbal prompting Q3.3 Identifies own inappropriate social behaviors with frequent verbal prompting</p>	<p>Q4.1 States most established group norms (getting along, showing respect for peer's ideas, using quiet voices, participating, staying with the group, etc.) when prompted by an adult Q4.2 Displays appropriate social behaviors with frequent verbal prompting Q4.3 Identifies own inappropriate social behaviors with frequent verbal prompting Q4.4 May prompt peers when group norms are not followed Q4.5 May correct peers when inappropriate social behaviors are being displayed</p>
			<p>c. Begins to develop an understanding of personal responsibility and equity (fairness) through conversations, books, stories, and songs</p>	<p>Q1.1 Participates in shared reading experiences around responsibility and equity Q1.2 With adult modeling and support, shares personal stories, thoughts or feelings following the shared reading experience</p>	<p>Q2.1 Participates in shared reading experiences around responsibility and equity Q2.2 With verbal prompting and encouragement, shares personal stories, thoughts or feelings following the shared reading experience</p>	<p>Q3.1 Participates in role-playing scenarios focused on responsibility and equity Q3.2 With verbal prompting and encouragement, shares personal stories, thoughts or feelings following the role-playing scenarios</p>	<p>Q4.1 Participates in role-playing scenarios focused on responsibility and equity Q4.2 With verbal prompting and encouragement, shares personal stories, thoughts or feelings following the role-playing scenarios</p>
			<p>2. Develops an emerging awareness of the rights and responsibilities of citizens in a community (citizenship)</p>	<p>a. Contributes to the classroom community by completing classroom jobs</p>	<p>Q1.1 With adult modeling and support, develops an understanding of the duties associated with each classroom job Q1.2 Begins to develop an understanding that completing a classroom job helps everyone in the classroom Q1.3 Participates in shared reading experiences about citizenship</p>	<p>Q2.1 With verbal prompting and encouragement, completes the duties associated with the assigned or chosen classroom job Q2.2 Continues to develop an understanding that completing a classroom job helps everyone in the classroom Q2.3 Participates in shared reading experiences about citizenship</p>	<p>Q3.1 With verbal prompting and encouragement, completes the duties associated with the assigned or chosen classroom job Q3.2 With adult modeling and support, explains how each classroom job contributes to the classroom community Q3.3 Participates in shared reading experiences about citizenship</p>

			<p>b. Contributes to the development of new classroom rules</p>	<p>Q1.1 With minimal verbal prompting, follows simple classroom/school/community rules and routines (Begins to clean up when the "Clean up" song is played, Puts toys away in the designated spot in the classroom, Washes hands before meals, Gets a blanket and lies down for nap)</p> <p>Q1.2 With adult support, participates in discussions about the reasoning behind adult-established rules</p> <p>Q1.3 Begins to identify recurring 'problems' in the learning environment (Example: Notices that the sand in the sand table is disappearing, Notices the toilet is frequently not flushed when entering the restroom)</p>	<p>Q2.1 Consistently follows simple classroom/school/community rules and routines (Begins to clean up when the "Clean up" song is played, Puts toys away in the designated spot in the classroom, Washes hands before meals, Gets a blanket and lies down for nap)</p> <p>Q2.2 With adult support, participates in discussions about the reasoning behind adult-established rules</p> <p>Q2.3 With adult modeling and support, offers suggestions for identified recurring 'problems' in the learning environment (Example: Notices that the sand in the sand table is disappearing, Notices the toilet is frequently not flushed when entering the restroom)</p>	<p>Q3.1 With minimal verbal prompting and redirection, follows newly created or modified classroom/school/community rules and routines</p> <p>Q3.2 With verbal prompting and encouragement, reminds peers about the reasoning behind established rules and routines</p> <p>Q3.3 With adult modeling and support, offers suggestions for identified recurring 'problems' in the learning environment (Example: Notices that the sand in the sand table is disappearing, Notices the toilet is frequently not flushed when entering the restroom)</p>	<p>Q4.1 With minimal verbal prompting and redirection, follows newly created or modified classroom/school/community rules and routines</p> <p>Q4.2 With verbal prompting and encouragement, reminds peers about the reasoning behind established rules and routines</p> <p>Q4.3 With verbal prompting and encouragement, offers suggestions for identified recurring 'problems' in the learning environment (Example: Notices that the sand in the sand table is disappearing, Notices the toilet is frequently not flushed when entering the restroom)</p>
			<p>c. Participates in simple voting activities</p>	<p>Q1.1 With adult modeling and physical prompting, selects a single choice when asked to pick from a choice of two</p> <p>Q1.2 Participates in shared reading experiences about voting</p>	<p>Q2.1 With verbal prompting and encouragement, selects a single choice when asked to pick from a choice of two</p> <p>Q2.2 Participates in shared reading experiences about voting</p>	<p>Q3.1 With verbal prompting and encouragement, selects a single choice when asked to pick from a choice of three</p> <p>Q3.2 Participates in group voting experiences guided by an adult (Example: Adult asks children to put their picture by the snack they want to eat after nap.)</p>	<p>Q4.1 With verbal prompting and encouragement, selects a single choice when asked to pick from three or more choices</p> <p>Q4.2 Participates in group voting experiences guided by an adult (Example: Adult asks children to put their picture by the snack they want to eat after nap.)</p>

		3. Demonstrate an awareness of geography in their community	<p>a. Recognizes and describes aspects of their community (roads, buildings, trees, bodies of water, etc.)</p>	<p>Q1.1 With verbal prompting and encouragement, recognizes familiar aspects of their community (roads, buildings, trees, bodies of water, etc.) by identifying them in photos, drawings, stories or songs Q1.2 With adult modeling and support, utilizes learned vocabulary to describe aspects of their community (roads, buildings, trees, bodies of water, etc.)</p>	<p>Q2.1 With verbal prompting and encouragement, recognizes familiar aspects of their community (roads, buildings, trees, bodies of water, etc.) by identifying them in photos, drawings, stories or songs Q2.2 With verbal prompting and encouragement, utilizes learned vocabulary to describe aspects of their community (roads, buildings, trees, bodies of water, etc.) Q2.3 Begins to ask questions about new aspects of their community (Example: Notices a new flower blooming in the garden and asks about how it got there, Notices a new sign on the building and asks an adult to read it)</p>	<p>Q3.1 With minimal verbal prompting, recognizes familiar aspects of their community (roads, buildings, trees, bodies of water, etc.) by identifying them in photos, drawings, stories or songs Q3.2 With minimal verbal prompting, describe aspects of their community (roads, buildings, trees, bodies of water, etc.) using correct vocabulary Q3.3 Asks questions about new aspects of their community (Example: Notices a new flower blooming in the garden and asks about how it got there, Notices a new sign on the building and asks an adult to read it)</p>	<p>Q4.1 Regularly recognizes familiar aspects of their community (roads, buildings, trees, bodies of water, etc.) Q4.2 Describes aspects of their community (roads, buildings, trees, bodies of water, etc.) using correct vocabulary Q4.3 Asks questions about aspects of their community that have undergone changes (Example: Notices the river is high and flowing quickly, Notices that the lawns in the neighborhood are brown and dry instead of green)</p>
			<p>b. Identifies the locations of familiar people and/or objects</p>	<p>Q1.1 Begins to develop an understanding that maps and globes are representations of real places Q1.2 Participates in activities that require the use of directional language (Example: Takes a walk with the class while the adult verbalizes each left and right turn. Rides a tricycle while an adult narrates the tricycle path) Q1.3 With adult modeling and support, identifies the city or state or country where they are currently living Q1.4 Begins to create representations of familiar locations during construction play</p>	<p>Q2.1 Continues to develop an understanding that maps and globes are representations of real places Q2.2 Participates in activities that require the use of directional language (Example: Takes a walk with the class while the adult verbalizes each left and right turn. Rides a tricycle while an adult narrates the tricycle path) Q2.3 With verbal prompting and encouragement, identifies the city or state or country where they are currently living Q2.4 Begins to create representations of familiar locations during construction play</p>	<p>Q3.1 With adult modeling and support, uses maps and globes to identify places mentioned in stories or songs Q3.2 Participates in activities that require the use of directional language (Example: Takes a walk with the class while the adult verbalizes each left and right turn. Rides a tricycle while an adult narrates the tricycle path) Q3.3 With adult modeling and support, identifies the town, city, neighborhood, or street where they live or go to school Q3.4 Creates representations of familiar locations during construction play with some prompting from an adult</p>	<p>Q4.1 With adult modeling and support, uses maps and globes to identify places mentioned in stories or songs Q4.2 Participates in activities that require the use of directional language (Example: Takes a walk with the class while the adult verbalizes each left and right turn. Rides a tricycle while an adult narrates the tricycle path) Q4.3 With verbal prompting and encouragement, identifies the town, city, neighborhood, or street where they live or go to school Q4.4 Creates representations of familiar locations during construction play with some prompting from an adult</p>

		4. Demonstrate an awareness of economics in their community	a. Identifies a variety of occupations and describes different components utilized by each profession (work location, uniform, tools, etc.)	Q1.1 With verbal prompting and encouragement, identifies two or more common jobs or occupations (e.g. police, fire fighter, adult, chef, cashier) Q1.2 With verbal prompting and encouragement, identifies tools and/or uniforms utilized by different professions	Q2.1 With verbal prompting and encouragement, identifies the jobs or occupations of people commonly encountered in the learning environment (e.g. cook, landscaper, bus driver, teacher, etc.) Q2.2 With verbal prompting and encouragement, identifies tools and/or uniforms utilized by the professionals encountered in the learning environment	Q3.1 With verbal prompting and encouragement, identifies the jobs or occupations of immediate family members Q3.2 With verbal prompting and encouragement, identifies tools and/or uniforms utilized in the professions of immediate family members	Q4.1 With verbal prompting and encouragement, asks questions about the jobs or occupations of people encountered in books or media Q4.2 With verbal prompting and encouragement, identifies tools and/or uniforms utilized by the professionals encountered in books or media
			b. Develops an understanding of the difference between basic human needs and personal wants	Q1.1 Begins to develop an understanding of basic human needs Q1.2 Begins to develop vocabulary to participate in discussions about basic human needs Q1.3 With adult modeling and support, identifies items in the learning environment that are basic human needs	Q2.1 Participates in shared reading and media experiences about basic human needs Q2.2 Continues to develop vocabulary to participate in discussions about basic human needs Q2.3 With adult modeling and support, identifies items in the learning environment that are basic human needs	Q3.1 Begins to develop an understanding of personal wants Q3.2 Begins to develop vocabulary to participate in discussions about personal wants Q3.3 With adult modeling and support, identifies items in the learning environment that are personal wants	Q4.1 Participates in shared reading and media experiences about personal wants Q4.2 Continues to develop vocabulary to participate in discussions about personal wants Q4.3 With adult modeling and support, identifies items in the learning environment that are personal wants Q4.4 With adult modeling and support, identifies some personal belongings and/or favorite things as a basic human needs or a personal wants

			<p>c. Begins to understand basic economic exchange (ownership, supply and demand, give and take, payment for goods and services, etc.)</p>	<p>Q1.1 Begins to develop vocabulary for conversations about ownership Q1.2 Begins to develop vocabulary for conversations about goods and services Q1.3 Participates in 'goods and services' dramatic play experiences (Example: Grocery store, lemonade stand, hot cocoa stand, restaurant) lead by an adult</p>	<p>Q2.1 Continues to develop vocabulary for conversations about ownership Q2.2 Continues to develop vocabulary for conversations about goods and services Q2.3 Participates in 'goods and services' dramatic play experiences (Example: Grocery store, lemonade stand, hot cocoa stand, restaurant) lead by an adult</p>	<p>Q3.1 Participates in conversations about personal experiences with ownership and/or goods and services Q3.2 Begins to create or expand 'goods and services' dramatic play during indoor and outdoor centers (Example: Students create an ice cream stand in the sand box and ask others to bring a rock in exchange for an ice cream cone. Students expand the lemonade stand, asking an adult to provide a cash register and some play money before they take customers.)</p>	<p>Q4.1 Participates in conversations about personal experiences with ownership and/or goods and services Q4.2 Begins to create or expand 'goods and services' dramatic play during indoor and outdoor centers (Example: Students create an ice cream stand in the sand box and ask others to bring a rock in exchange for an ice cream cone. Students expand the lemonade stand, asking an adult to provide a cash register and some play money before they take customers.) Q4.3 May begin to bargain with peers or adults during centers or clean up time (Example: One student asks another student to trade their two red squares for the gold star. Several students ask the teacher if they can use the tandem bicycle today so that the two peers who are out sick can have a turn the next day.)</p>
	C. History and Events	1. Understands the passage of time and how events are related	a. Sequences events and routines	<p>Q1.1 With verbal prompting and encouragement, utilizes a picture schedule, step-by-step pictures or simple phrases to sequence 3 events or 3 steps to a routine Q1.2 Becomes familiar with the classroom routine/schedule and verbalizes some events that may take place next even if they aren't in the correct order</p>	<p>Q2.1 With minimal verbal prompting, utilizes a picture schedule, step-by-step pictures or simple phrases to sequence 3 events or 3 steps to a routine Q2.2 Is familiar with the classroom routine/schedule and verbalizes most events that may take place during the day even if they aren't in the correct order</p>	<p>Q3.1 With minimal verbal prompting, utilizes a picture schedule, step-by-step pictures or simple phrases to sequence 4 events or 4 steps to a routine Q3.2 With verbal prompting and visual cues, retells major events or highlights of the day with some details Q3.3 With verbal prompting and visual cues, sequences a story with some accuracy (identifying at least the beginning and the end)</p>	<p>Q4.1 With minimal verbal prompting, utilizes a picture schedule, step-by-step pictures or simple phrases to sequence 4 events or 4 steps to a routine Q4.2 With verbal prompting and visual cues, retells major events or highlights of the day with most details Q4.3 With verbal prompting and visual cues, sequences a story with some accuracy (identifying at least the beginning, the end and any major challenges faced by the characters)</p>

			<p>a. Develops an understanding of time (past, present, and future) as it relates to personal events</p>	<p>Q1.1 With adult modeling and visual support, develops an understanding of the term 'present' as it relates to events Q1.2 With adult modeling and support, develops vocabulary to describe events that occur in 'present' time Q1.3 With adult modeling and support, identifies home or school events that are occurring in the 'present'</p>	<p>Q2.1 With adult modeling and visual support, develops an understanding of the term 'past' as it relates to events Q2.2 With adult modeling and support, develops vocabulary to describe events that occur in the 'past' Q2.3 With adult modeling and support, identifies home or school events that have occurred in the 'past'</p>	<p>Q3.1 With adult modeling and visual support, develops an understanding of the term 'future' as it relates to events Q3.2 With adult modeling and support, develops vocabulary to describe events that will occur in the 'future' Q3.3 With adult modeling and support, identifies home or school events that will occur in the 'future'</p>	<p>Q4.1 Participates in shared reading experiences about events that have occurred in the recent past and long ago past Q4.2 Participates in conversations about events at school or home that are occurring in the present or the immediate future Q4.3 With adult modeling and support, uses resources such as calendars, pictures, or major life milestones to discuss events in a relatively accurate time frame (past, present or future)</p>
(CD-CD) Cognitive Development- Creative Development	A. Creative Movement and Dance	1. Participates in dance to express creativity	<p>a. Engages in a variety of individual and group music and movement activities</p>	<p>Q1.1 Utilizes the adult model to follow prescribed movements during music and movement activities but may initiate the next prescribed movement without a model Q1.2 May independently initiate the prescribed movements for a favorite song or for songs with a few simple movements Q1.3 Produces a variety of personal dance moves during open/unstructured music and movement activities</p>	<p>Q2.1 Utilizes the adult model to follow prescribed movements during music and movement activities and often initiates the next prescribed movement without a model Q2.2 Independently initiates the prescribed movements for a favorite song or for songs with a few simple movements but requires adult prompting to complete the movements for the entirety of the song Q2.3 Produces a variety of personal dance moves during open/unstructured music and movement activities and begins to move around the room and shift the body's weight from leg to leg</p>	<p>Q3.1 Utilizes the adult model to follow prescribed movements during music and movement activities and often initiates the next prescribed movement without a model Q3.2 Independently initiates the prescribed movements for a favorite song or for songs with a few simple movements but requires adult prompting to complete the movements for the entirety of the song Q3.3 Produces a variety of personal dance moves during open/unstructured music and movement activities and begins to move around the room and shift the body's weight from leg to leg Q3.4 With adult modeling and support, attempts to create drawings while observing dance</p>	<p>Q4.1 Utilizes the adult model to follow prescribed movements during music and movement activities and frequently initiates the next prescribed movement without a model Q4.2 Independently initiates the prescribed movements for a favorite song or for songs with a few simple movements but requires minimal adult prompting to complete the movements for the entirety of the song Q4.3 Produces a variety of personal dance moves during open/unstructured music and movement activities and begins to move around the room and shift the body's weight from leg to leg Q4.4 With adult modeling and support, creates drawings while observing dance</p>

			b. Demonstrates basic knowledge of dance genres	<p>Q1.1 Shifts body movements to match the different beats and rhythms of different music genres during open/unstructured dance time</p> <p>Q1.2 Attempts to perform specific dance movements associated with different genres of dance</p> <p>Q1.3 With verbal prompting and encouragement, uses words and gestures to communicate personal preferences (likes/dislikes) for different dance genres</p>	<p>Q2.1 Perform specific dance movements associated with different genres of dance</p> <p>Q2.2 With minimal verbal prompting, uses words and gestures to communicate personal preferences (likes/dislikes) for different dance genres</p> <p>Q2.3 With adult modeling and support, begins to develop an understanding of how dance can communicate ideas or emotions</p> <p>Q2.4 With adult modeling and support, begins to compare different genres of dance by focusing on the shapes, sizes, levels, directions, stillness and patterns in movement</p>	<p>Q3.1 Uses words and gestures to communicate personal preferences (likes/dislikes) for different dance genres</p> <p>Q3.2 With adult modeling and support, develops an understanding of how dance can communicate ideas or emotions</p> <p>Q3.3 With adult modeling and support, compares different genres of dance by focusing on the shapes, sizes, levels, directions, stillness and patterns in movement</p> <p>Q3.4 With adult modeling and support, explores the history of cultural dances around the world</p> <p>Q3.5 With adult modeling and support, explores the celebrations/occasions where specific cultural dances are performed</p>	<p>Q4.1 Uses words and gestures to communicate personal preferences (likes/dislikes) for different dance genres</p> <p>Q4.2 With adult modeling and support, develops an understanding of how dance can communicate ideas or emotions</p> <p>Q4.3 With adult modeling and support, compares different genres of dance by focusing on the shapes, sizes, levels, directions, stillness and patterns in movement</p> <p>Q4.4 With adult modeling and support, explores the history of cultural dances around the world</p> <p>Q4.5 With adult modeling and support, explores the celebrations/occasions where specific cultural dances are performed</p>
	B. Visual Arts	1. Creates, observes, and analyzes visual art forms to develop artistic expression	a. Uses imagination and creativity with a variety of open ended materials to express self	<p>Q1.1 With minimal verbal prompting, uses multiple open-ended materials during art activities and during imaginative/creative play</p> <p>Q1.1 With adult modeling and support, talks about preferences of materials selected for art activities or imaginative/creative play</p>	<p>Q2.1 Uses multiple open-ended materials during art activities and during imaginative/creative play</p> <p>Q2.2 With adult modeling and support, talks about preferences of materials selected for art activities or imaginative/creative play</p>	<p>Q3.1 With adult modeling and support, begins to develop intentionality when utilizing open-ended materials during art activities (Example: Uses Q-tips to make snowflakes on black paper, uses chalk to draw a rainbow on the sidewalk, uses dried leaves and flowers to make imprints in clay, uses manipulatives as a stamp with a colored ink pad, molds and shapes playdough to closely represent a person or animal)</p> <p>Q3.2 With verbal prompting and encouragement, talks about preferences of materials selected for art activities or imaginative/creative play</p>	<p>Q4.1 With verbal prompting and encouragement, begins to develop intentionality when utilizing open-ended materials during art activities (Example: Uses Q-tips to make snowflakes on black paper, uses chalk to draw a rainbow on the sidewalk, uses dried leaves and flowers to make imprints in clay, uses manipulatives as a stamp with a colored ink pad, molds and shapes playdough to closely represent a person or animal)</p> <p>Q4.2 With minimal verbal prompting, talks about preferences of materials selected for art activities or imaginative/creative play</p>

			<p>b. Responds to own art and to the art of others and justifies a preference for specific art forms</p>	<p>Q1.1 With verbal prompting and encouragement, utilizes words and gestures to communicate about the qualities or characteristics of the art of others Q1.2 With adult modeling and support, utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.)</p>	<p>Q2.1 With minimal verbal prompting, utilizes words and gestures to communicate about the qualities or characteristics of the art of others Q2.2 With verbal prompting and encouragement, utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.)</p>	<p>Q3.1 Regularly utilizes words and gestures to communicate about the qualities or characteristics of the art of others Q3.2 With minimal verbal prompting, utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.) Q3.3 Begins to expand vocabulary related to art and art forms in order to more accurately describe observed details and preferences</p>	<p>Q4.1 Regularly utilizes words and gestures to communicate about the qualities or characteristics of the art of others Q4.2 Regularly utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.) Q4.3 Continues to expand vocabulary related to art and art forms in order to more accurately describe observed details and preferences Q4.4 With adult modeling and support, uses expanded vocabulary to discuss own artwork compared or contrasted to the art work of others</p>
	C. Music	1. Uses their voice, instruments or objects to musically express creativity	<p>a. Engages in individual and group activities that utilize musical instruments and singing to express creativity</p>	<p>Q1.1 With minimal verbal prompting, experiments with producing vocalizations and different instrument/object sounds Q1.2 With adult modeling and support, may pair varied vocalizations with instrument/object sounds</p>	<p>Q2.1 Regularly experiments with producing vocalizations and different instrument/object sounds Q2.2 With verbal prompting and encouragement, pairs varied vocalizations with instrument/object sounds Q2.3 With adult modeling and support, participates in group sing-alongs</p>	<p>Q3.1 Regularly experiments with producing vocalizations and different instrument/object sounds Q3.2 With minimal verbal prompting, pairs varied vocalizations with instrument/object sounds Q3.3 With verbal prompting and encouragement, participates in group sing-alongs</p>	<p>Q4.1 Regularly experiments with producing vocalizations and different instrument/object sounds Q4.2 Regularly pairs varied vocalizations with instrument/object sounds Q4.3 With verbal prompting and encouragement, participates in group sing-alongs Q4.4 May begin to initiate sing-alongs by suggesting a preferred or favorite song Q4.5 May continue a sing-along after an adult fades the lead</p>

			b. Demonstrates basic knowledge of music genres	<p>Q1.1 Shifts body movements to match the different beats and rhythms of different music genres during open/unstructured music and movement time</p> <p>Q1.2 With verbal prompting and encouragement, uses words and gestures to communicate personal preferences (likes/dislikes) for different music genres</p> <p>Q1.3 May request songs from a preferred music genre</p>	<p>Q2.1 With minimal verbal prompting, uses words and gestures to communicate personal preferences (likes/dislikes) for different music genres</p> <p>Q2.2 Begins request songs from a preferred music genre when participating in group music activities</p> <p>Q2.3 With adult modeling and support, begins to develop an understanding of how music can communicate ideas or emotions</p> <p>Q2.4 With adult modeling and support, begins to compare different genres of music by focusing on the rhythmic patterns, tempos, meters and dynamics</p>	<p>Q3.1 Uses words and gestures to communicate personal preferences (likes/dislikes) for different music genres</p> <p>Q3.2 Sometimes requests songs from a preferred music genre when participating in group music activities</p> <p>Q3.3 With adult modeling and support, develops an understanding of how music can communicate ideas or emotions</p> <p>Q3.4 With adult modeling and support, compares different genres of music by focusing on the rhythmic patterns, tempos, meters and dynamics</p> <p>Q3.5 With adult modeling and support, explores the history of cultural music around the world</p> <p>Q3.6 With adult modeling and support, explores the celebrations/occasions where specific cultural music is performed</p>	<p>Q4.1 Uses words and gestures to communicate personal preferences (likes/dislikes) for different music genres</p> <p>Q4.2 Usually requests songs from a preferred music genre when participating in group music activities</p> <p>Q4.3 With adult modeling and support, develops an understanding of how music can communicate ideas or emotions</p> <p>Q4.4 With adult modeling and support, compares different genres of music by focusing on the rhythmic patterns, tempos, meters and dynamics</p> <p>Q4.5 With adult modeling and support, explores the history of cultural music around the world</p> <p>Q4.6 With adult modeling and support, explores the celebrations/occasions where specific cultural music is performed</p>
D. Drama	1. Uses dramatic play to express creativity	a. Engages and persists in dramatic play and takes on more complex characteristics of a character/role	<p>Q1.1 With minimal verbal prompting, utilizes fingerplay/story props</p> <p>Q1.2 May request to use preferred finger play/story props if they are not accessible</p> <p>Q1.3 With minimal verbal prompting, initiates a dramatic play 'story'</p> <p>Q1.4 With minimal verbal prompting, persists in a dramatic play 'story' and maintains the characteristics of the animal, familiar person or favorite book character throughout the dramatic play 'story'</p>	<p>Q2.1 With minimal verbal prompting, utilizes fingerplay/story props</p> <p>Q2.2 Sometimes requests to use preferred finger play/story props if they are not accessible</p> <p>Q2.3 With minimal verbal prompting, initiates a dramatic play 'story'</p> <p>Q2.4 With minimal verbal prompting, persists in a dramatic play 'story' and maintains the characteristics of the animal, familiar person or favorite book character throughout the dramatic play 'story'</p>	<p>Q3.1 Regularly utilizes fingerplay/story props</p> <p>Q3.2 Usually requests to use preferred finger play/story props if they are not accessible</p> <p>Q3.3 Regularly initiates a dramatic play 'story' and may direct others to do or say specific things to enhance the 'story'</p> <p>Q3.4 Regularly persists in a dramatic play 'story' and with adult modeling and support begins to vary facial expressions and voice inflections to more accurately represent the feelings/emotions of the characters</p>	<p>Q4.1 Regularly utilizes fingerplay/story props</p> <p>Q4.2 Regularly requests to use preferred finger play/story props if they are not accessible</p> <p>Q4.3 Begins to utilize different objects as substitutes for specific props that may not be accessible during dramatic play</p> <p>Q4.4 Regularly initiates a dramatic play 'story' and sometimes directs others to do or say specific things to enhance the 'story'</p> <p>Q4.5 Regularly persists in a dramatic play 'story' and with adult modeling and support begins to vary facial expressions and voice inflections to more accurately represent the feelings/emotions of the characters</p>	

			<p>b. Participates in drama presentations (plays, musicals, puppet shows, oral storytelling with props, etc.) with adult support</p>	<p>Q1.1 Begins to develop an understanding that there are different forms of drama productions (plays, musicals, puppet shows, oral storytelling with props, etc.)</p> <p>Q1.2 With adult modeling and support, develops an understanding of what it means to be an audience member</p> <p>Q1.3 With adult modeling and support, develops an understanding of what it means to be a cast member/crew member/actor/puppeteer etc.</p> <p>Q1.4 Observes a variety of drama productions (attending a live show, watching a recorded video of a past production, or watching a video about the making of a production)</p>	<p>Q2.1 Continues to develop an understanding that there are different forms of drama productions (plays, musicals, puppet shows, oral storytelling with props, etc.)</p> <p>Q2.2 With adult modeling and support, develops an understanding of what it means to be an audience member</p> <p>Q2.3 With adult modeling and support, develops an understanding of what it means to be a cast member/crew member/actor/puppeteer etc.</p> <p>Q2.4 Observes a variety of drama productions (attending a live show, watching a recorded video of a past production, or watching a video about the making of a production)</p>	<p>Q3.1 With adult modeling and support, identifies and/or describes different forms of drama productions (plays, musicals, puppet shows, oral storytelling with props, etc.)</p> <p>Q3.2 With verbal prompting and encouragement, describes some responsibilities and/or rules of being an audience member</p> <p>Q3.3 With verbal prompting and encouragement, describes some responsibilities of cast members/crew members/actors/puppeteers etc.</p> <p>Q3.4 Observes a variety of drama productions (attending a live show, watching a recorded video of a past production, or watching a video about the making of a production) and may begin to verbalize preferences</p>	<p>Q4.1 With adult modeling and support, identifies and/or describes different forms of drama productions (plays, musicals, puppet shows, oral storytelling with props, etc.)</p> <p>Q4.2 With verbal prompting and encouragement, describes some responsibilities and/or rules of being an audience member</p> <p>Q4.3 With verbal prompting and encouragement, describes some responsibilities of cast members/crew members/actors/puppeteers etc.</p> <p>Q4.4 Observes a variety of drama productions (attending a live show, watching a recorded video of a past production, or watching a video about the making of a production) and begins to verbalize preferences</p>
(CD-CD) Cognitive Development - Cognitive Processes	A. Thinking Skills	1. Demonstrates awareness of cause and effect	<p>a. Intentionally carries out an action with an understanding of the effect it will cause</p>	<p>Q1.1 With verbal prompting and encouragement, explores the effects that simple actions may have on a variety of familiar objects (throwing a tennis ball vs. kicking a tennis ball, dropping something metal vs. dropping something plastic)</p>	<p>Q2.1 With minimal verbal prompting, explores the effects that simple actions may have on a variety of familiar objects (throwing a tennis ball, kicking a tennis ball, dropping something metal vs. dropping something plastic)</p>	<p>Q3.1 Explores the effects that simple actions may have on a variety of familiar objects (throwing a tennis ball vs. kicking a tennis ball, dropping something metal vs. dropping something plastic)</p> <p>Q3.2 With adult modeling and support, verbalizes intentional actions and the specific effect they will have (Example: Child exclaims that blowing through a straw will make bubbles in the milk, Child explains that rolling a ball at the plastic bottles will knock them down, Child explains that taking a deep breath will help them calm down)</p>	<p>Q4.1 Carries out actions on a variety of familiar objects knowing the exact effect(s) those actions will have (Example: Bouncing balls on the concrete make them go higher, Blowing bubbles by a fan makes them float further, Mixing paint colors together make a new color, etc.)</p> <p>Q4.2 With prompting and encouragement, verbalizes intentional actions and the specific effect they will have (Example: Child exclaims that blowing through a straw will make bubbles in the milk, Child explains that rolling a ball at the plastic bottles will knock them down, Child explains that taking a deep breath will help them calm down)</p>

		2. Uses prior knowledge to build new knowledge	a. Uses clues and sequences of events to make inferences and/or predictions	<p>Q1.1 With verbal prompting and encouragement, uses picture clues in books to make predictions</p> <p>Q1.2 With verbal prompting and encouragement, uses logical sequences to make predictions about events/actions/effects during exploratory play</p> <p>Q1.3 With verbal prompting and encouragement, uses logical sequences to make predictions about the next step during structured learning experiences</p> <p>Q1.4 Searches for hidden/missing objects in several places the object has been hidden and/or found before</p>	<p>Q2.1 With minimal verbal prompting, uses picture clues in books to make predictions</p> <p>Q2.2 With minimal verbal prompting, uses logical sequences make predictions about events/actions/effects during exploratory play</p> <p>Q2.3 With minimal verbal prompting, uses logical sequences to make predictions about the next step during structured learning experiences</p> <p>Q2.4 Uses verbal and visual clues provided by an adult to search for hidden/missing objects</p>	<p>Q3.1 Uses picture clues in books to make predictions</p> <p>Q3.2 Uses logical sequences to make predictions about events/actions/effects during exploratory play</p> <p>Q3.3 Uses logical sequences to make predictions about the next step during structured learning experiences</p> <p>Q3.4 Uses verbal and visual clues provided by an adult to search for hidden/missing objects</p>	<p>Q4.1 With adult modeling, uses text support in conjunction with picture clues to make predictions</p> <p>Q4.2 With adult modeling and support, uses past knowledge of logical sequences to make accurate predictions about future events/actions/effects during exploratory play</p> <p>Q4.3 With adult modeling and support, uses logical sequences to make predictions about each of the potential next steps during structured learning experiences</p> <p>Q4.4 Uses verbal and visual clues provided by an adult to search for hidden/missing objects</p>
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			<p>b. Makes connections between people, objects and ideas even if they are encountered in new or unfamiliar situations</p>	<p>Q1.1 With minimal verbal prompting, demonstrates an understanding of connections between objects and ideas by using gestures and words to show an adult pictures in familiar books and the associated real-life toys/tools located in the learning environment Q1.2 With minimal verbal prompting, demonstrates an understanding of connections between objects and ideas by using gestures and words to match the object to the picture of the action, match a picture of an object to the picture of the action, or by utilizing the object in a manner that demonstrates the associated action</p>	<p>Q2.1 Demonstrates an understanding of connections between objects and ideas by using gestures and words to show an adult pictures in familiar books and the associated real-life toys/tools located in the learning environment Q2.2 Demonstrates an understanding of connections between objects and ideas by using gestures and words to match the object to the picture of the action, match a picture of an object to the picture of the action, or by utilizing the object in a manner that demonstrates the associated action</p>	<p>Q3.1 With adult modeling and support, makes connections between people encountered while reading fiction and non-fiction books Q3.2 With adult modeling and support, makes connections between people encountered while reading books and real-life experiences Q3.3 With adult modeling and support, makes connections between objects encountered while reading fiction and non-fiction books Q3.4 With adult modeling and support, makes connections between objects encountered while reading books and real-life experiences Q3.5 With adult modeling and support, makes connections between the big ideas encountered while reading fiction and non-fiction books Q3.6 With adult modeling and support, makes connections between the big ideas encountered while reading books and real-life experiences</p>	<p>Q4.1 With adult modeling and support, makes connections between people encountered while reading fiction and non-fiction books Q4.2 With adult modeling and support, makes connections between people encountered while reading books and real-life experiences Q4.3 With adult modeling and support, makes connections between objects encountered while reading fiction and non-fiction books Q4.4 With adult modeling and support, makes connections between objects encountered while reading books and real-life experiences Q4.5 With adult modeling and support, makes connections between the big ideas encountered while reading fiction and non-fiction books Q4.6 With adult modeling and support, makes connections between the big ideas encountered while reading books and real-life experiences</p>
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	B. Problem Solving	1. Demonstrates problem solving skills	a. Uses objects in a variety of ways to solve problems	Q1.1 With minimal verbal prompting, experiments with familiar objects to solve problems (using a broom to retrieve a ball that has rolled behind a shelf, pushes a chair up to the table to grab something out of reach)	Q2.1 Experiments with familiar objects to solve problems (using a broom to retrieve a ball that has rolled behind a shelf, pushes a chair up to the table to grab something out of reach)	Q3.1 With adult modeling and support, experiments with familiar objects to solve current/present problems (Example: Adult asks what could be done to stabilize the structure that was built on the plush reading rug or what other container can be used to move the most water from the water table to the mud kitchen) Q3.2 With adult modeling and support, experiments with familiar objects to solve imaginary problems presented by an adult (Example: Adult asks what could be used to build a house for a fairy or what could be used to trap a leprechaun)	Q4.1 With adult modeling and support, experiments with familiar objects to solve current/present problems (Example: Adult asks what could be done to stabilize the structure that was built on the plush reading rug or what other container can be used to move the most water from the water table to the mud kitchen) Q4.2 With adult modeling and support, experiments with familiar objects to solve imaginary problems presented by an adult (Example: Adult asks what could be used to build a house for a fairy or what could be used to trap a leprechaun)
			b. Asks questions and tests different possibilities to determine the best solution to a problem	Q1.1 With verbal prompting and encouragement, explores the effects that simple actions may have on a variety of familiar objects (throwing a tennis ball vs. kicking a tennis ball, dropping something metal vs. dropping something plastic) Q1.2 With minimal verbal prompting, experiments with familiar objects to solve problems (using a broom to retrieve a ball that has rolled behind a shelf, pushes a chair up to the table to grab something out of reach) Q1.3 With adult modeling and self talk, begins to ask questions to gain further understanding about objects or materials Q1.4 With adult modeling and self talk, begins to ask questions to gain additional solutions/possibilities to problems	Q2.1 Explores the effects that simple actions may have on a variety of familiar objects (throwing a tennis ball vs. kicking a tennis ball, dropping something metal vs. dropping something plastic) Q2.2 Experiments with familiar objects to solve problems (using a broom to retrieve a ball that has rolled behind a shelf, pushes a chair up to the table to grab something out of reach) Q2.3 With adult modeling and self-talk, begins to ask questions to gain further understanding about objects or materials Q2.4 With adult modeling and self-talk, begins to ask questions to gain additional solutions/possibilities to problems	Q3.1 Explores the effects that increasingly more complex actions may have on familiar and unfamiliar objects Q3.2 With verbal prompting and encouragement, asks questions to gain further understanding about objects or materials Q3.3 With verbal prompting and encouragement, asks questions to gain additional solutions/possibilities to problems	Q4.1 Explores the effects that increasingly more complex actions may have on familiar and unfamiliar objects Q4.2 With verbal prompting and encouragement, asks questions to gain further understanding about objects or materials Q4.3 With verbal prompting and encouragement, asks questions to gain additional solutions/possibilities to problems

	C. Engineering and Technology	1. Demonstrates understanding of simple tools and simple machines and their usefulness in construction and problem solving	a. Designs simple tools or simple machines to test solutions to a problem	Q1.1 Utilizes everyday objects as tools to scoop, pour, and fill Q1.2 With verbal prompting and encouragement, experiments with varied movements while utilizing everyday objects as tools Q1.3 Uses simple machines during play to attempt to solve problems or make the work more efficient	Q2.1 Utilizes everyday objects as tools to scoop, pour, and fill Q2.2 With verbal prompting and encouragement, experiments with varied movements while utilizing everyday objects as tools Q2.3 Uses simple machines during play to attempt to solve problems or make the work more efficient	Q3.1 Utilizes everyday objects as tools to lift, move and support objects or structures Q3.2 With minimal verbal prompting, experiments with varied movements while utilizing everyday objects as tools Q3.3 Uses simple machines during play to solve problems or make the work more efficient with some success	Q4.1 Utilizes everyday objects as tools to lift, move and support objects or structures Q4.2 Experiments with varied movements while utilizing everyday objects as tools Q4.3 Uses simple machines during play to solve problems or make the work more efficient with some success
			b. Demonstrates an understanding of stability and motion when solving structural problems	Q1.1 Constructs simple structures with materials that offer a variety of movement and stability Q1.2 Constructs simple structures with materials that are new or novel Q1.3 With verbal prompting and encouragement, uses gestures and words to demonstrate basic understanding of the concept of stability as it relates to the construction of simple structures Q1.4 With verbal prompting and encouragement, uses gestures and words to demonstrate basic understanding of the concept of motion as it relates to the construction of simple structures	Q2.1 Constructs increasingly more complex structures with materials that offer a variety of movement and stability Q2.2 Constructs increasingly more complex structures with materials that are new or novel Q2.3 With minimal verbal prompting, uses gestures and words to demonstrate basic understanding of the concept of stability as it relates to the construction of simple structures Q2.4 With minimal verbal prompting, uses gestures and words to demonstrate basic understanding of the concept of motion as it relates to the construction of simple structures	Q3.1 Constructs increasingly more complex structures with materials that offer a variety of movement and stability Q3.2 Constructs increasingly more complex structures with materials that are new or novel Q3.3 With minimal verbal prompting, uses gestures and words to demonstrate basic understanding of the concept of stability as it relates to the construction of simple structures Q3.4 With minimal verbal prompting, uses gestures and words to demonstrate basic understanding of the concept of motion as it relates to the construction of simple structures	Q4.1 Regularly constructs or adds on to complex structures with materials that offer a variety of movement and stability Q4.2 Regularly constructs or adds on to increasingly more complex structures with materials that are new or novel Q4.3 Uses gestures and words to demonstrate basic understanding of the concept of stability as it relates to the construction of simple structures Q4.4 Uses gestures and words to demonstrate basic understanding of the concept of motion as it relates to the construction of simple structures

		2. Demonstrates an emerging awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks	a. Identifies some advanced technologies (technologies that require power and perform complex tasks) and demonstrates and/or describes their functions with adult support	Q1.1 With adult modeling and support, develops vocabulary to identify advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) Q1.2 With adult modeling and support, identifies advanced technologies located in the learning environment	Q2.1 With adult modeling and support, develops vocabulary to identify advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) Q2.2 With adult modeling and support, identifies advanced technologies located in the learning environment	Q3.1 With verbal prompting and encouragement, uses learned vocabulary to identify advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) Q3.2 With adult modeling and support, uses advanced technologies located in the learning environment to enhance learning opportunities (Example: With adult supervision, uses a digital microscope and a laptop or tablet to look closely at the texture of leaves found on a nature walk)	Q4.1 With verbal prompting and encouragement, uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) Q4.2 With adult modeling and support, uses advanced technologies located in the learning environment to enhance learning opportunities (Example: With adult supervision, uses a digital microscope and a laptop or tablet to look closely at the texture of leaves found on a nature walk)
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