

Learning Beyond Domains	LB Strand	LB Standard	LB Progress Monitoring Skill	Quarter 1 Indicators	Quarter 2 Indicator	Quarter 3 Indicator	Quarter 4 Indicator
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 Independently initiates teeth brushing routine (gets toothbrush and toothpaste, opens toothpaste or helps squeeze toothpaste on toothbrush, wets toothbrush/toothpaste)</p> <p>Q1.2 Completes thorough teeth brushing with frequent verbal prompting</p> <p>Q1.3 Uses the potty with minimal adult support (pulling down pants, buttons, snaps, zippers, etc.) but also requires frequent verbal prompting to wipe, flush the toilet, and/or wash hands</p> <p>Q1.4 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>Q1.5 With verbal prompting and encouragement, initiates and carries out 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 Initiates teeth brushing routine and completes thorough teeth brushing with minimal verbal prompting</p> <p>Q2.2 Independently uses the potty but continues to require frequent verbal prompting to wipe, flush the toilet, and/or wash hands requires frequent</p> <p>Q2.3 Regularly 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>Q2.4 With verbal prompting and encouragement, initiates and carries out 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 Independently completes self-care and personal hygiene routines such as teeth brushing and hand washing</p> <p>Q3.2 Independently uses the potty but continues to require minimal verbal prompting to wipe, flush the toilet, and/or wash hands requires frequent</p> <p>Q3.3 Begins to notice peers who are not practicing healthy habits and reminds them of things that can be done to prevent the spread of germs (use a tissue, cough/sneeze in your arm, wash hands before snack)</p> <p>Q3.4 With verbal prompting and encouragement, initiates and carries out 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 completes self-care and personal hygiene routines such and may provide support to peers who get stuck or forget a step in the routines</p> <p>Q4.2 Independently uses the potty and usually remembers to wipe, flush the toilet, and wash hands</p> <p>Q4.3 Regularly reminds peers of things that can be done to prevent the spread of germs (use a tissue, cough/sneeze in your arm, wash hands before snack)</p> <p>Q4.4 With verbal prompting and encouragement, initiates and carries out 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. Constantly follows established safety rules in the classroom, on the playground, and in the community and anticipates the consequences of not following the safety rules</p>	<p>Q1.1 Constantly reminds peers of classroom and playground safety rules (e.g., use walking feet, nice hands, inside voice) Q1.2 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 Q1.3 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) Q1.4 Begins to learn the natural consequences that may result if participating unsafe acts or not following the established safety rules Q1.5 Begins to learn the adult established consequences that may occur if participating unsafe acts or not following the established safety rules in the classroom or on the playground</p>	<p>Q2.1 Redirects a peer who is participating in an unsafe act in the classroom or on the playground by stating the established safety rules and if redirection is unsuccessful seeks adult support Q2.2 States the correct 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) when provided a visual prompt or verbal scenario. Q2.3 With verbal prompting and encouragement, states some natural consequences that result if participating unsafe acts or not following the established safety rules Q2.4 With verbal prompting and encouragement, states some adult established consequences that occur if participating unsafe acts or not following the established safety rules in the classroom or on the playground</p>	<p>Q3.1 Redirects a peer who is participating in an unsafe act in the classroom or on the playground by stating the established safety rules and providing an alternate safe option for the peer Q3.2 With minimal verbal prompting, states the correct 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) when provided a visual prompt or verbal scenario. Q3.3 With minimal verbal prompting, states some natural consequences that result if participating unsafe acts or not following the established safety rules Q3.4 With minimal verbal prompting, states some adult established consequences that occur if participating unsafe acts or not following the established safety rules in the classroom or on the playground</p>	<p>Q4.1 Redirects a peer who is participating in an unsafe act in the classroom or on the playground by stating the established safety rules and providing an alternate safe option for the peer Q4.2 States the correct 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) Q4.3 States natural consequences that result if participating unsafe acts or not following the established safety rules Q4.4 States adult established consequences that occur if participating unsafe acts or not following the established safety rules in the classroom or on the playground</p>
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			<p>c. Acknowledges dangerous situations and responds with knowledge of established safety procedures</p> <p>Q1.1 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</p> <p>Q1.2 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)</p> <p>Q1.3 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.)</p> <p>Q1.4 With adult modeling and support, can demonstrate how to dial 9-1-1 on a play phone</p>	<p>Q2.1 With minimal verbal prompting, 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)</p> <p>Q2.2 With minimal verbal prompting, 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.)</p> <p>Q2.3 With verbal prompting and encouragement, can demonstrate how to dial 9-1-1 on a play phone</p>	<p>Q3.1 Attempts to remind/redirect peers who are not following established safety practices while out in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus)</p> <p>Q3.2 Attempts to remind/redirect peers who are not following established safety practices 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.)</p> <p>Q3.3 With minimal verbal prompting, can demonstrate how to dial 9-1-1 on a play phone</p>	<p>Q4.1 Reminds/redirects peers and sometimes adults who are not following established safety practices while out in the community (buckling seat belt, using a crosswalk, looking both ways before crossing a street, remaining seated on a moving bus)</p> <p>Q4.2 Reminds/redirects peers and sometimes adults who are not following established safety practices 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.)</p> <p>Q4.3 Can demonstrate how to dial 9-1-1 on a play phone</p> <p>Q4.4 May begin to learn home address or the telephone number for a trusted adult</p>
	2. Participates in activities related to nutrition	a. Helps prepare nutritious snacks and meals	<p>Q1.1 Regularly uses learned vocabulary for various tastes (sweet, sour, salty, bitter, spicy, tangy, burnt, tart, etc.) while participating in food experiences and meals</p> <p>Q1.2 Willingly participates in food experiences that have two or more preparation steps</p> <p>Q1.3 With frequent verbal prompting and a visual model, initiates and completes the first preparation step in a two-step food experience</p>	<p>Q2.1 With adult modeling and support, learns vocabulary to describe various food textures (crunchy, soft, mushy, hard, etc.) while participating in food experiences and meals</p> <p>Q2.2 With minimal verbal prompting and/or a visual model, initiates and completes the first preparation step in a two-step food experience</p>	<p>Q3.1 With verbal prompting and encouragement, uses learned vocabulary to describe various food textures (crunchy, soft, mushy, hard, etc.) while participating in food experiences and meals</p> <p>Q3.2 Initiates and completes the first preparation step in a two-step food experience and may ask for verbal prompting or a visual model to initiate the next preparation step</p>	<p>Q4.1 Regularly uses learned vocabulary for tastes and feed textures while participating in food experiences and meals</p> <p>Q4.2 Initiates and completes the preparation steps in a two-step food experience with minimal verbal prompting and minimal use of a visual model</p> <p>Q4.3 Attempts to initiate and complete several preparation steps in more complex food experiences</p> <p>Q4.4 Willingly participates in meal preparations alongside an adult</p> <p>Q4.5 May seek out an adult at meal times and offer to assist with meal preparations</p>

			<p>b. Communicates the benefits of healthy foods and sorts foods into food groups</p>	<p>Q1.1 With verbal prompting and encouragement, can categorize favorite foods (these foods may reflect cultural or family practices) into healthy choices and less healthy choices Q1.2 With adult modeling and support, can identify a food as a dairy product Q1.3 With adult modeling and support, can identify a variety of dairy products by name Q1.4 With adult modeling and support, participates in food experiences by tasting a variety of dairy products Q1.5 With adult modeling and support, can categorize a food as a protein or a grain Q1.6 With adult modeling and support, can identify a variety of proteins and grains by name Q1.7 With adult modeling and support, participates in food experiences by tasting a variety of proteins and/or grains Q1.8 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>	<p>Q2.1 With verbal prompting and encouragement, can identify a food as a dairy product Q2.2 With verbal prompting and encouragement, can identify a variety of dairy products by name Q2.3 With verbal prompting and encouragement, participates in food experiences by tasting a variety of dairy products Q2.4 With verbal prompting and encouragement, can categorize a food as a protein or a grain Q2.5 With verbal prompting and encouragement, can identify a variety of proteins and grains by name Q2.6 With verbal prompting and encouragement, participates in food experiences by tasting a variety of proteins and or grains Q2.7 With verbal prompting and encouragement, can state some health benefits gained by eating dairy products (Dairy products have calcium which makes your bones strong)</p>	<p>Q3.1 With minimal verbal prompting, can identify a food as a dairy product Q3.2 With minimal verbal prompting, can identify a variety of dairy products by name Q3.3 Willingly tastes a variety of unfamiliar dairy products Q3.4 With minimal verbal prompting, can categorize a food as a protein or a grain Q3.5 With minimal verbal prompting, can identify a variety of proteins and grains by name Q3.6 Willingly tastes a variety of unfamiliar proteins and/or grains Q3.7 With verbal prompting and encouragement, can state some health benefits gained by eating specific proteins or grains (Seafood/Fish contains Omega-3's. Omega-3's help your brain and your eyes., Oatmeal has lots of fiber. Fiber helps keep your stomach and intestines healthy.)</p>	<p>Q4.1 With verbal prompting and encouragement, can sort given foods into their food groups Q4.2 With verbal prompting and encouragement, can identify by name most foods served at mealtime Q4.3 With verbal prompting and encouragement, can identify the food group for the foods served at mealtime Q4.4 Willingly tastes a variety of unfamiliar foods across all food groups Q4.5 With verbal prompting and encouragement, can state some health benefits gained by eating specific foods across all food groups</p>
			<p>c. Satisfies personal hunger or thirst needs with permission from an adult</p>	<p>Q1.1 Makes the connection between the physical signs of hunger/thirst and the need to eat or drink when frequently prompted by an adult Q1.2 Usually follows adult request to eat or drink, after describing a physical sign associated with hunger or thirst Q1.3 May start to request additional servings of foods at snack time or mealtime Q1.4 May start to request additional servings of drinks at snack time or meal time</p>	<p>Q2.1 With minimal adult prompting, makes the connection between the physical signs of hunger/thirst and the need to eat or drink Q2.2 Consistently follows adult request to eat or drink, after describing a physical sign associated with hunger or thirst Q2.3 May start to request additional servings of foods at snack time or mealtime Q2.4 May start to request additional servings of drinks at snack time or meal time</p>	<p>Q3.1 With minimal adult prompting, makes the connection between the physical signs of hunger/thirst and the need to eat or drink Q3.2 Seeks out an adult to request to eat or drink after feeling the physical signs of hunger/thirst Q3.3 Requests additional servings of foods at snack time or mealtime if hunger is not satisfied Q3.4 Requests an adult to provide a drink when playing on a warm/sunny day, shortly after physical activity or after a nap</p>	<p>Q4.1 Consistently seeks out an adult to request to eat or drink after feeling the physical signs of hunger/thirst Q4.2 Requests additional servings of foods at snack time or mealtime if hunger is not satisfied Q4.3 Asks permission from an adult to independently obtain a drink when feeling physical signs of thirst</p>

		3. Demonstrates knowledge of personal wellness	a. Understand factors that impact personal wellness and consistently communicates personal wellness needs	<p>Q1.1 With minimal verbal prompting, acknowledges the physical and/or emotional signs of being tired (rubbing eyes, crying, lying down during group activities)</p> <p>Q1.2 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>Q1.3 Begins to identify internal body parts (bones, brain, heart, etc) in order to communicate specific needs related to being unwell or injured</p>	<p>Q2.1 Regularly notifies an adult when experiencing the physical and/or emotional signs of being tired (rubbing eyes, crying, lying down during group activities)</p> <p>Q2.2 Regularly notifies an adult when experiencing the physical and/or emotional signs of feeling unwell (feeling hot, not wanting to eat, crying, stomach aches)</p> <p>Q2.3 With minimal verbal prompting, can identify several internal body parts (bones, brain, heart, etc) in order to communicate specific needs related to being unwell or injured</p> <p>Q2.4 Begins to understand how the environment (home/school/community gathering spots) or changes in the environment can impact personal wellness</p>	<p>Q3.1 Requests adult support to help with the physical and/or emotional signs that are associated with being tired or unwell (Example: Asking an adult to begin nap early after crying over a spilled drink or asking an adult to use the restroom when having excessive gas.)</p> <p>Q3.2 With minimal verbal prompting, can identify several internal body parts (bones, brain, heart, etc) in order to communicate specific needs related to being unwell or injured</p> <p>Q3.3 Begins to understand how the environment (home/school/community gathering spots) or changes in the environment can impact personal wellness</p>	<p>Q4.1 Communicates wellness needs to an adult with minimal verbal prompting</p> <p>Q4.2 Identifies several internal body parts (bones, brain, heart, etc) in order to communicate specific needs related to being unwell or injured</p> <p>Q4.3 With adult prompting and support, can identify recent changes to the environment (home/school/community gathering spots) that have impacted personal wellness</p>
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	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 and descend stairs</p> <p>Q1.2 Pedals a tricycle around obstacles with minimal need to stop and manually move the position of the tricycle</p> <p>Q1.3 Throws a tennis ball or bean bag underhand hitting a large target 5 feet away with accuracy</p> <p>Q1.4 With verbal prompting and visual support, places objects on top of or under something with accuracy</p>	<p>Q2.1 Pedals a tricycle around obstacles with ease</p> <p>Q2.2 Throws a tennis ball or bean bag underhand hitting a large target 10 feet away with 50% accuracy</p> <p>Q2.3 With minimal verbal prompting, places objects on top of or under something with accuracy</p> <p>Q2.4 Begins to coordinate movements to pour liquids from one container to another with minimal spillage</p> <p>Q2.5 Begins to coordinate movements to line up objects without disturbing the other objects in the area</p>	<p>Q3.1 Pedals a tricycle forwards and backward, adjusting speed and direction to move around obstacles with ease</p> <p>Q3.2 Throws a tennis ball or bean bag underhand hitting a large target 10 feet away with 75% accuracy</p> <p>Q3.3 Throws a tennis ball or bean bag overhand attempting to hitting a large target 12 feet away</p> <p>Q3.4 With adult modeling and support, places objects in front of, to the side of, or behind something with accuracy</p> <p>Q3.5 Coordinates movements to pour liquids from one container to another with minimal spillage</p> <p>Q3.6 Coordinates movements to line up objects without disturbing the other objects in the area</p>	<p>Q4.1 Pedals a tricycle forwards and backward, adjusting speed and direction to move around obstacles with ease</p> <p>Q4.2 Throws a tennis ball or bean bag underhand hitting a large target 10 feet away with accuracy</p> <p>Q4.3 Throws a tennis ball or bean bag overhand hitting a large target 12 feet away with 50% accuracy</p> <p>Q4.4 With verbal prompting and visual support, places objects in front of, to the side of, or behind something with accuracy</p> <p>Q4.5 Coordinates movements to increase accuracy/reduce spillage when pouring liquids to and from containers with openings of various sizes</p> <p>Q4.6 Coordinates movements to line up smaller objects or to line up objects closer together without disturbing the other objects in the area</p>
			b. Moves around the learning environment with intention and recognizes differences in direction, distance, and location	<p>Q1.1 Easily moves around the learning environment (indoors and outdoors) without running into people and/or objects</p> <p>Q1.2 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>Q1.3 With minimal verbal prompting and a visual model, identifies the direction/location of left and right, back and forth, side to side</p> <p>Q1.4 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>	<p>Q2.1 Moves around the learning environment (indoors and outdoors) quickly and accurately changing direction with minimal faltering or bumping into people and/or objects</p> <p>Q2.2 With minimal verbal prompting, identifies the direction/location of left and right, back and forth, side to side</p> <p>Q2.3 Participates in movement games or songs that require frequent change of speed, direction or type of movement with frequent adult reminders to watch out for other people during game play</p>	<p>Q3.1 Moves around the learning environment (indoors and outdoors) quickly and accurately changing direction with minimal faltering or bumping into people and/or objects</p> <p>Q3.2 With minimal verbal prompting, identifies the direction/location of left and right, back and forth, side to side</p> <p>Q3.3 Participates in movement games or songs that require frequent change of speed, direction or type of movement with minimal adult reminders to watch out for other people during game play</p>	<p>Q4.1 Moves around the learning environment (indoors and outdoors) quickly and accurately changing direction without faltering or bumping into people and/or objects</p> <p>Q4.2 Identifies the direction/location of left and right, back and forth, side to side</p> <p>Q4.3 Accurately participates in movement games or songs that require frequent change of speed, direction or type of movement with without faltering or bumping into other people during game play</p>

			<p>c. Demonstrates awareness of their own body in relation to other's body space and stationary objects</p>	<p>Q1.1 Defines or acknowledges personal space with words or gestures Q1.2 Utilizes visual cues or physical supports to keep own body in designated space Q1.3 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>	<p>Q2.1 Keeps own body in designated space with minimal verbal reminders or visual cues Q2.2 Consistently identifies people/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.) Q2.3 With adult modeling and support, identifies people/objects as near, close, out of reach, far, etc in relation to other's body space or stationary objects (Example: Julie is too small to reach the book on top of the shelf. The basketball hoop is too high for me to touch. Billy is putting the blocks too close to the shelf so there isn't room to walk around them.)</p>	<p>Q3.1 Maintains personal space during small group and large group activities with minimal verbal reminders or visual cues Q3.2 With verbal prompting and encouragement, begins to move/shift body to provide personal space for other peers or adults during play activities Q3.2 With frequent verbal prompting, identifies people/objects as near, close, out of reach, far, etc in relation to other's body space, or stationary objects (Example: Julie is too small to reach the book on top of the shelf. Billy is putting the blocks too close to the shelf so there isn't room to walk around them.)</p>	<p>Q4.1 Consistently maintains personal space during small group and large group activities Q4.2 Moves/shifts body to provide personal space for peers and adults during play activities Q4.3 With minimal verbal prompting, identifies people/objects as near, close, out of reach, far, etc in relation to other's body space, or stationary objects (Example: Julie is too small to reach the book on top of the shelf. Billy is putting the blocks too close to the shelf so there isn't room to walk around them.)</p>
		<p>2. Uses senses (sight, touch, hearing, smell, and taste) to explore the learning environment and process information</p>	<p>a. Actively participates in sensory experiences and combines multiple senses to intentionally learn about objects/materials</p>	<p>Q1.1 Interacts with new or unfamiliar sensory materials for extended periods of time Q1.2 With minimal verbal prompting, combines sensory materials to create new materials that look, sound, smell, taste or feel different than the original materials Q1.3 With verbal prompting and encouragement, uses multiple senses to create classifications for the objects observed or sensory materials created</p>	<p>Q2.1 Combines sensory materials to create new materials that look, sound, smell, taste or feel different than the original materials Q2.2 With verbal prompting and encouragement, uses prior knowledge of interactions with sensory materials to request specific materials when experimenting with sensory materials Q2.3 With minimal verbal prompting, uses multiple senses to create classifications for the objects observed or sensory materials created</p>	<p>Q3.1 Combines sensory materials to create new materials that look, sound, smell, taste or feel different than the original materials Q3.2 With minimal verbal prompting, uses prior knowledge of interactions with sensory materials to request specific materials when experimenting with sensory materials Q3.3 With adult modeling and support, associates familiar sights/sounds/smells/tastes /textures with the classifications created from observing objects or creating new sensory materials</p>	<p>Q4.1 Regularly uses prior knowledge of interactions with sensory materials to request specific materials when experimenting with sensory materials Q4.2 With verbal prompting and encouragement, associates familiar sights/sounds/smells/tastes /textures with the classifications created from observing objects or creating new sensory materials</p>

	C. Motor Skills	1. Demonstrates gross motor skills	a. Coordinates the use of large muscles to perform more complex tasks	<p>Q1.1 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>Q1.2 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>Q1.3 Rolls or tosses a larger ball or bean bag underhand to an adult or peer with accuracy</p> <p>Q1.4 Bounces and catches a larger ball with accuracy</p> <p>Q1.5 Throws or hits a larger ball or bean bag to an adult or peer with accuracy</p> <p>Q1.6 Kicks a larger ball to an adult or peer with accuracy</p> <p>Q1.7 With minimal reminders, pumps arms while running and lengthens stride to cover more ground</p>	<p>Q2.1 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>Q2.2 Uses a combination of large muscles in the arms, hands, legs, and feet to move through/explore increasingly more complex obstacle courses created by adults or peers</p> <p>Q2.3 Rolls or tosses a smaller ball (softball/tennis ball/wiffle ball) underhand to an adult or peer with 50% accuracy</p> <p>Q2.4 Rolls or tosses a smaller ball (softball/tennis ball/wiffle ball) overhand to an adult or peer with 50% accuracy</p> <p>Q2.5 Bounces and catches a smaller ball (softball/tennis ball/wiffle ball) with 50% accuracy</p> <p>Q2.6 Throws or hits a smaller ball (softball/tennis ball/wiffle ball) to an adult or peer with 50% accuracy</p> <p>Q2.7 Kicks a smaller ball (soccer ball or dodge ball) to an adult or peer with 50% accuracy</p> <p>Q2.8 Pumps arms in alternating positions from feet and lengthens stride to cover more ground while running/speed walking</p>	<p>Q3.1 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>Q3.2 Uses a combination of large muscles in the arms, hands, legs, and feet to move through/explore increasingly more complex obstacle courses created by adults or peers</p> <p>Q3.3 Rolls or tosses a smaller ball (softball/tennis ball/wiffle ball) underhand to an adult or peer with 75% accuracy</p> <p>Q3.4 Rolls or tosses a smaller ball (softball/tennis ball/wiffle ball) overhand to an adult or peer with 75% accuracy</p> <p>Q3.5 Bounces and catches a smaller ball (softball/tennis ball/wiffle ball) with 75% accuracy</p> <p>Q3.6 Throws or hits a smaller ball (softball/tennis ball/wiffle ball) to an adult or peer with 75% accuracy</p> <p>Q3.7 Kicks a smaller ball (soccer ball or dodge ball) to an adult or peer with 75% accuracy</p> <p>Q3.8 Pumps arms in alternating positions from feet and lengthens stride to cover more ground 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 Rolls or tosses a smaller ball (softball/tennis ball/wiffle ball) underhand to an adult with accuracy most of the time</p> <p>Q4.3 Rolls or tosses a smaller ball (softball/tennis ball/wiffle ball) overhand to an adult or peer with accuracy most of the time</p> <p>Q4.4 Bounces and catches a smaller ball (softball/tennis ball/wiffle ball) with accuracy most of the time</p> <p>Q4.5 Throws or hits a smaller ball (softball/tennis ball/wiffle ball) to an adult or peer with accuracy most of the time</p> <p>Q4.6 Kicks a smaller ball (soccer ball or dodge ball) to an adult or peer with accuracy most of the time</p> <p>Q4.7 Begins to rotate body and use alternate arm and leg movements when tossing, throwing, or hitting a ball</p> <p>Q4.8 Begins to rotate body and use alternate arm and leg movements when kicking a ball</p> <p>Q4.9 May begin to take several steps or a running start when tossing, throwing, hitting or kicking a ball</p>
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			<p>b. Demonstrates balance, coordination and endurance and builds muscle strength and flexibility</p>	<p>Q1.1 Participates in increasingly more intense/active outdoor play and physical activity in order to build leg and arm strength, endurance and flexibility Q1.2 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) Q1.3 Increases height and distance while jumping (leave the ground with both feet) Q1.4 Increases distance while hopping (leave the ground pushing off of one foot) Q1.5 Gallops Q1.6 Slides from side to side</p>	<p>Q2.1 Participates in intense/active outdoor play and physical activity for the majority of the designated outdoor play/physical activity time in order to build leg and arm strength, endurance and flexibility Q2.2 Begins to balance on one foot without support Q2.3 Begins to walk on a beam or narrow line with minimal faltering or need for support Q2.4 Increases height and distance while jumping (leave the ground with both feet) Q2.5 Increases distance while hopping (leave the ground pushing off of one foot) Q2.6 Gallops and with adult prompting will switch between dominant leg and nondominant leg during gallop</p>	<p>Q3.1 Participates in intense/active outdoor play and physical activity for the majority of the designated outdoor play or physical activity time Q3.2 Continue to work on balancing on one foot without support Q3.3 Continues to work on walking on a beam or narrow line with minimal faltering or need for support Q3.4 Increases height and distance while jumping (leave the ground with both feet) Q3.5 Increases distance while hopping (leave the ground pushing off of one foot) Q3.6 Gallops and with minimal verbal reminders switches between dominant leg and nondominant leg during gallop</p>	<p>Q4.1 Participates in intense/active outdoor play and physical activity for the majority of the designated outdoor play or physical activity time Q4.2 Balances on one foot without support and may begin to balance on the nondominant foot without support Q4.3 Walks on a beam or narrow line with minimal faltering or need for support Q4.4 Successfully jumps for height and distance and jumps to clear obstacles Q4.5 Successful hops for distance and hops to clear obstacles Q4.6 Gallops and switches between dominant leg and nondominant leg during gallop Q4.7 With adult modeling and support, may begin to skip</p>
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		2. Demonstrates fine motor skills	a. Coordinates the use of wrists, hands and fingers to manipulate small objects with ease	<p>Q1.1 Uses hands and fingers to manipulate (link/unlink) connecting blocks/toys with the intention of creating small structures</p> <p>Q1.2 Uses hands and fingers to collect small nature samples (nuts/seeds) or small creatures (ladybug/butterfly/worm) for close examination</p> <p>Q1.3 Uses hands and fingers to roll playdough into smaller balls (nickel or dime size) or thin noodle like shapes</p> <p>Q1.4 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>Q1.5 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>	<p>Q2.1 Easily manipulates (link/unlink) connecting blocks/toys with the intention of creating small structures</p> <p>Q2.2 Uses hands and fingers to carefully dig or move around dirt or other materials to find hidden/missing objects</p> <p>Q2.3 Uses hands and fingers to roll modeling clay or pottery clay into smaller balls (nickel or dime size) or thin noodle like shapes</p> <p>Q2.4 Uses hands and fingers to slide, pick up, place, drop, set down one manipulative/small toy/material/supply at a time with accuracy</p> <p>Q2.5 With adult modeling and support, manipulates string and various sizes of beads/pasta between both hands to increase proficiency and speed</p> <p>Q2.6 With adult modeling and support, manipulates string, paper or other materials to weave designs, sew around objects or to sew objects together</p>	<p>Q3.1 Uses hands and fingers to carefully dig or move around dirt or other materials to find hidden/missing objects</p> <p>Q3.2 Uses one hand and fingers to roll playdough into smaller balls (nickel or dime size) or thin noodle like shapes</p> <p>Q3.3 With verbal prompting and encouragement, manipulates string and various sizes of beads/pasta between both hands to increase proficiency and speed</p> <p>Q3.4 With verbal prompting and encouragement, manipulates string, paper or other materials to weave designs, sew around objects or to sew objects together</p>	<p>Q4.1 Uses one hand and fingers to roll modeling clay or pottery clay into smaller balls (nickel or dime size) or thin noodle like shapes</p> <p>Q4.2 Uses hands and fingers to proficiently manipulate playdough or clay when making designs or creating sculptures</p> <p>Q4.3 Manipulates string and various sizes of beads/pasta between both hands to increase proficiency and speed</p> <p>Q4.4 Manipulates string, paper or other materials to weave designs, sew around objects or to sew objects together</p>
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			<p>b. Adjusts arms, wrists, hands, and fingers to refine grasp and perform tasks that require small-muscle strength and control</p>	<p>Q1.1 Cuts along a straight line and with accuracy and attempts to cut curved or zig zag lines Q1.2 Cuts out large shapes such as a circles, squares or triangles with increased accuracy Q1.3 With verbal prompting and encouragement, traces around objects such as shape patterns or hands/feet/body with some accuracy Q1.4 Uses hands and fingers to precisely fold large pieces of paper Q1.5 Uses hands and fingers to crush large pieces of paper or may attempt to crush paper with just one hand Q1.6 switches and adjusts grip on utensils while eating and uses more than one utensil during a meal Q1.7 With verbal prompting and encouragement, manipulates zippers, snaps or buttons on clothing Q1.8 Makes recognizable shapes with writing tools of various sizes (thin or thick markers, crayons, colored pencils, pens) Q1.9 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 Q1.10 With verbal prompting and encouragement, uses small tongs to pick up small objects and move them from one place to another Q1.11 With adult modeling and support, uses a variety of non standards tools during designated activities (single hole punch, decorative scissors, shape punches, etc) Q1.12 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>Q2.1 Begins to cut curved or zig zag lines with some accuracy Q2.2 Cuts out various large shapes with accuracy Q2.3 With minimal verbal prompting, traces around objects such as shape patterns or hands/feet/body with increasing accuracy Q2.4 Attempts to crush paper with just one hand and can crush/roll small pieces of paper with just fingers Q2.5 With minimal verbal prompting, manipulates zippers, snaps or buttons on clothing Q2.6 Begins to draw shapes with intersecting lines or circles using writing tools of various sizes (thin or thick markers, crayons, colored pencils, pens) Q2.7 With minimal verbal prompting, 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 Q2.8 With minimal verbal prompting, uses small tongs to pick up small objects and move them from one place to another Q2.9 With adult modeling and support, uses a variety of non standards tools during designated activities (single hole punch, decorative scissors, shape punches, etc) Q2.10 With minimal verbal prompting, 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 curved or zig zag lines with increasing accuracy Q3.2 Begins to cut out smaller shapes (shapes small enough to glue inside a homemade card) with accuracy Q3.3 Traces around objects such as shape patterns or hands/feet/body with accuracy Q3.4 Crushes paper with just one hand and can crush/roll small pieces of paper with just fingers Q3.5 Independently manipulates zippers, snaps or buttons on clothing Q3.6 Begins to draw a variety of shapes using writing tools of various sizes (thin or thick markers, crayons, colored pencils, pens) Q3.7 With minimal verbal prompting, 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 Q3.8 With verbal prompting and encouragement, uses tweezers to pick up very small objects and move them from one place to another Q3.9 With adult modeling and support, uses a variety of non standards tools during designated activities (single hole punch, decorative scissors, shape punches, etc) Q3.10 Efficiently 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 curved or zig zag lines with accuracy Q4.2 Cuts out smaller shapes (shapes small enough to glue inside a homemade card) with accuracy Q4.3 Traces around objects such as shape patterns or hands with accuracy and may use stencils with accuracy Q4.4 May be able to crush/roll small pieces of paper with the fingers on one hand Q4.5 Independently manipulates zippers, snaps or buttons on clothing Q4.6 Draws a variety of shapes using writing tools of various sizes (thin or thick markers, crayons, colored pencils, pens) Q4.7 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 Q4.8 With minimal verbal prompting, uses tweezers to pick up very small objects and move them from one place to another Q4.9 With verbal prompting and encouragement, uses a variety of non standards tools during designated activities (single hole punch, decorative scissors, shape punches, etc)</p>
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			<p>c. Coordinates the small muscles in the face (lips, cheeks, tongue) to carry out increasingly complex oral-motor skills</p>	<p>Q1.1 Drinks from an open cup with minimal spillage Q1.2 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) Q1.3 Uses lips and tongue to control the direction and amount of air while blowing, successfully blowing bubbles using a wand</p>	<p>Q2.1 Seals lips around a straw to suck up thick liquids (smoothie) or to pick up lightweight objects (piece of paper) Q2.2 Uses lips and tongue to control the direction and amount of air while blowing, successfully blowing enough air to move a pinwheel or a streamer</p>	<p>Q3.1 Seals lips around a straw to suck up thick liquids (smoothie) or to pick up heavier weight objects (ping pong ball) Q3.2 Uses lips and tongue to control the direction and amount of air while blowing, successfully blowing enough air to move a pinwheel or a streamer</p>	<p>Q4.1 Seals lips around a straw to suck up thick liquids (smoothie) or to pick up heavier weight objects (ping pong ball) and move them to other locations Q4.2 Uses lips and tongue to control the direction and amount of air while blowing, successfully blowing enough air to move a pinwheel or a streamer</p>
(APL) Approaches to Play and Learning	A. Initiative and Exploration	1. Demonstrates initiative and self-direction	<p>a. Takes initiative to learn new concepts and try new experiences</p>	<p>Q1.1 Consistently selects a preferred activity Q1.2 With minimal verbal prompting, makes a choice even if the options offered are not preferred choices Q1.3 Consistently follows through on routine tasks such as hanging up a backpack or throwing away trash after a meal or snack</p>	<p>Q2.1 With verbal prompting and encouragement, engages in new experiences and learns new concepts (selecting new activities daily during free play, looking at library books of personal interest, creating own art projects, etc.) Q2.2 Consistently makes a choice even if the options offered are not preferred choices Q2.3 Begins to express a desire for independence when an adult offers help</p>	<p>Q3.1 With minimal verbal prompting, engages in new experiences and learns new concepts (selecting new activities daily during free play, looking at library books of personal interest, creating own art projects, etc.) Q3.2 Begins to make choices that are separate from the choices of peers Q3.3 Begins to express a desire for independence when an adult offers help</p>	<p>Q4.1 Engages in new experiences and learns new concepts (selecting new activities daily during free play, looking at library books of personal interest, creating own art projects, etc.) Q4.2 Makes choices that are separate from the choices of peers Q4.3 Express a desire for independence when an adult offers help</p>
			<p>b. Initiates tasks independently and follows tasks through to completion</p>	<p>Q1.1 Consistently selects a preferred activity Q1.2 With minimal verbal prompting, makes a choice even if the options offered are not preferred choices Q1.3 Consistently follows through on routine tasks such as hanging up a backpack or throwing away trash after a meal or snack</p>	<p>Q2.1 Selects an activity (preferred or non-preferred) during free play Q2.2 Selects an activity (preferred or non-preferred) during learning centers or exploration time but may need adult reminders to remain engaged until the activity is complete Q2.3 Consistently makes a choice even if the options offered are not preferred choices Q2.4 Follows through on newly presented/learned tasks or classroom routines, with frequent adult prompts Q2.5 Begins to take initiative to develop/create a project and complete the project with minimal adult assistance</p>	<p>Q3.1 Selects an activity (preferred or non-preferred) during free play Q3.2 Selects an activity (preferred or non-preferred) during learning centers or exploration time but may need adult reminders to remain engaged until the activity is complete Q3.3 Consistently makes a choice even if the options offered are not preferred choices Q3.4 Follows through on newly presented/learned tasks or classroom routines, with minimal adult prompts Q3.5 Takes initiative to develop/create a project and complete the project with minimal adult assistance</p>	<p>Q4.1 Selects an activity (preferred or non-preferred) during learning centers or exploration time and remains engaged until the activity is complete Q4.2 Consistently follows through on newly presented/learned tasks or classroom routines Q4.3 Takes initiative to develop/create a project and complete the project</p>

			<p>c. Sets goals, develops plans and executes plans with adult support</p>	<p>Q1.1 Verbalizes a plan to an adult before engaging in play or beginning a task Q1.2 Begins to exchange plans and ideas with peers Q1.3 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</p>	<p>Q2.1 Exchanges plans and ideas with peers but requires adult supports to identify individual steps in the plan Q2.2 Consistently gathers 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.) Q2.3 With adult modeling and support, begins to assign "roles" to peers when engaging in dramatic play (Example: chef, server, customer, etc.) Q2.4 With adult modeling and support, gathers peers and organizes an outdoor game to play</p>	<p>Q3.1 Exchanges plans and ideas with peers but requires verbal prompting from an adult to identify individual steps in the plan Q3.2 With verbal prompting and encouragement, begins to develop strategies to accomplish each outlined step of the developed plan Q3.3 Consistently gathers 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.) Q3.4 With verbal prompting and encouragement, assigns "roles" to peers when engaging in dramatic play (Example: chef, server, customer, etc.) Q3.5 With verbal prompting and encouragement, gathers peers and organizes an outdoor game to play</p>	<p>Q4.1 Exchanges plans and ideas with peers and with minimal adult prompting, plans out individual steps to accomplish the plan Q4.2 Develop strategies to accomplish each outlined step of the plan with minimal adult prompting Q4.3 Assigns "roles" to peers when engaging in dramatic play (Example: chef, server, customer, etc.) Q4.4 Gathers peers and organizes an outdoor game to play</p>
		2. Demonstrates interest and curiosity	<p>a. Demonstrates eagerness to learn about new topics/ideas, and participate in new experiences/tasks</p>	<p>Q1.1 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.) Q1.2 Shows a willingness to participate in new classroom routines/experiences (learns a new silly dance, participates in a new morning greeting, etc.)</p>	<p>Q2.1 Shows eagerness to learn about new topics by exchanging questions with a familiar adult Q2.2 Shows eagerness to share new experiences by telling peers and familiar adults about personal experiences that connect to classroom topics (Example: Sharing about holding a starfish at the aquarium over the weekend after the class reads a book about the ocean.)</p>	<p>Q3.1 Shows eagerness to learn about new topics by exchanging questions with a familiar adult Q3.2 Shows eagerness to share new experiences by telling peers and familiar adults about personal experiences that connect to classroom topics (Example: Sharing about holding a starfish at the aquarium over the weekend after the class reads a book about the ocean.)</p>	<p>Q4.1 Shows eagerness to learn about new topics by exchanging questions with peers or unfamiliar adults (guest speakers or parents of peers) Q4.2 Shows eagerness to share new experiences by talking about personal experiences that occurred outside the classroom and asking an adult to replicate that experience for peers Q4.3 Begins to share classroom experiences with friends or family outside of school</p>

			<p>b. Ask questions and with adult support seeks new information to answer questions</p>	<p>Q1.1 With adult modeling and support, generates questions and seeks additional clarifications about materials/objects in the learning environment Q1.2 With adult modeling and support, generates questions and seeks additional clarifications about activities/tasks in the learning environment Q1.3 With adult modeling and support, generates questions and seeks additional clarifications when encountering challenges in the learning environment Q1.4 With adult modeling and support, generates questions and seeks additional clarifications when learning new facts/ideas/concepts Q1.5 With adult modeling and support, generates questions and seeks additional clarifications to connect new learning/experiences to previous learning/experiences</p>	<p>Q2.1 With verbal prompting and encouragement, generates questions and seeks additional clarifications about materials/objects in the learning environment Q2.2 With verbal prompting and encouragement, generates questions and seeks additional clarifications about activities/tasks in the learning environment Q2.3 With verbal prompting and encouragement, generates questions and seeks additional clarifications when encountering challenges in the learning environment Q2.4 With verbal prompting and encouragement, generates questions and seeks additional clarifications when learning new facts/ideas/concepts Q2.5 With verbal prompting and encouragement, generates questions and seeks additional clarifications to connect new learning/experiences to previous learning/experiences</p>	<p>Q3.1 With minimal verbal prompting, generates questions and seeks additional clarifications about materials/objects in the learning environment Q3.2 With minimal verbal prompting, generates questions and seeks additional clarifications about activities/tasks in the learning environment Q3.3 With minimal verbal prompting, generates questions and seeks additional clarifications when encountering challenges in the learning environment Q3.4 With minimal verbal prompting, generates questions and seeks additional clarifications when learning new facts/ideas/concepts Q3.5 With minimal verbal prompting, generates questions and seeks additional clarifications to connect new learning/experiences to previous learning/experiences</p>	<p>Q4.1 Consistently generates questions and seeks additional clarifications about materials/objects in the learning environment Q4.2 Consistently generates questions and seeks additional clarifications about activities/tasks in the learning environment Q4.3 Consistently generates questions and seeks additional clarifications when encountering challenges in the learning environment Q4.4 Consistently generates questions and seeks additional clarifications when learning new facts/ideas/concepts Q4.5 Consistently generates questions and seeks additional clarifications to connect new learning/experiences to previous learning/experiences Q4.6 May begin to ask a familiar adult where to find more information/answers to posed questions Q4.7 May begin to ask unfamiliar adults (guest speakers, field trip guides, family of peers) questions for more information</p>
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			<p>c. Consistently seeks out unfamiliar objects in the learning environment</p>	<p>Q1.1 Explores and manipulates unfamiliar objects with minimal adult assistance Q1.2 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) Q1.3 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>	<p>Q2.1 With minimal verbal prompting, 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) Q2.2 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>	<p>Q3.1 Regularly 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) Q3.2 Consistently points out to an adult new or unusual items that appear in the learning environment (misplaced tools, left behind screws/bolts, dropped staples, etc.) Q3.3 Regularly asks 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>	<p>Q4.1 Regularly 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 Consistently points out to an adult new or unusual items that appear in the learning environment (misplaced tools, left behind screws/bolts, dropped staples, etc.) Q4.3 Regularly asks 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>
1. Demonstrates self-control"	1. Demonstrates self-control"	a. Engages in structured activities for increasingly longer periods of time	<p>Q1.1 Actively engages in a small group teacher-directed activity for short periods of time (up to 10 minutes) Q1.2 With minimal verbal prompting and/or visual cues, engages in a large/whole group activity for short periods of time (up to 15 minutes)</p>	<p>Q2.1 Actively engages in a small group teacher-directed activity for short periods of time (up to 15 minutes) Q2.2 Actively engages in large/whole group activities for longer periods of time (up to 15 minutes)</p>	<p>Q3.1 Actively engages in a small group teacher-directed activity increased periods of time (up to 15 minutes or for the duration of the activity) Q3.2 Actively engages in a large/whole group activity for increased periods of time (up to 15 minutes or for the duration of the activity)</p>	<p>Q4.1 Actively engages in a small group teacher-directed activity for longer periods of time (20-30 minutes or for the duration of the activity) Q4.2 Actively engages in a large/whole group activity for longer periods of time (20-30 minutes or for the duration of the activity)</p>	

			<p>b. Engages in independent activities and follows activities through to completion over an extended period of time</p>	<p>Q1.1 With minimal verbal prompting and/or visual cues, remains engaged in an independent activity (10 minutes or more) Q1.2 Begins to understand some complex activities have multiple steps that need to be executed over several hours/days/weeks</p>	<p>Q2.1 Actively engages in an independent activity (15 minutes or more) Q2.2 With adult modeling and support, completes the first step in a complex activity Q2.3 With adult modeling and support, sets the partially completed activity aside and discusses the next steps and the timeframe for activity completion</p>	<p>Q3.1 Actively engages in an independent activity (15 minutes or more) Q3.2 With verbal prompting and encouragement, completes the first step in a complex activity Q3.3 With adult modeling and support, sets the partially completed activity aside and discusses the next steps and the timeframe for activity completion</p>	<p>Q4.1 Actively engages in an independent activity (20-30 minutes or until the activity is completed) Q4.2 With minimal verbal prompting, completes the first step in a complex activity Q4.3 With verbal prompting and encouragement, sets the partially completed activity aside and discusses the next steps and the timeframe for activity completion Q4.4 May remind peers about the steps to the complex activity and the timeframe for completion</p>
			<p>c. Works cooperatively with peers to accomplish a task or achieve a goal with minimal adult support</p>	<p>Q1.1 Works with peers during structured activities or cooperative games but requires adult support to correctly complete the activity or follow the game rules Q1.2 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 Q1.3 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 Q1.4 Takes turns with classroom materials and rarely needs reminders of the established classroom rules for sharing Q1.5 Take turns during whole group activities and rarely needs reminders of the established classroom rules for sharing</p>	<p>Q2.1 Works with peers during structured activities or cooperative games but requires adult support to correctly complete the activity or follow the game rules Q2.2 With verbal prompting and encouragement, requests 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 Q2.3 With adult modeling and support, sets group goals for play or learning and begins to work cooperatively with preferred and non-preferred peers to achieve the goal (Example: Sets a goal to build a tower as tall as the teacher and begins to work as a group to collect all the building materials in the classroom.)</p>	<p>Q3.1 Works with peers during structured activities or cooperative games and correctly completes the activity or follows the game rules with minimal adult support Q3.2 With minimal verbal prompting, requests 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 Q3.3 With verbal prompting and encouragement, sets group goals for play or learning and begins to work cooperatively with preferred and non-preferred peers to achieve the goal (Example: Sets a goal to build a tower as tall as the teacher and begins to work as a group to collect all the building materials in the classroom.)</p>	<p>Q4.1 Works with peers during structured activities or cooperative games and correctly completes the activity or follows the game rules with minimal adult support Q4.2 With minimal verbal prompting, requests 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 Q4.3 With minimal verbal prompting sets group goals for play or learning and begins to work cooperatively with preferred and non-preferred peers to achieve the goal (Example: Sets a goal to build a tower as tall as the teacher and begins to work as a group to collect all the building materials in the classroom.)</p>

			<p>d. Demonstrates persistence when encountering setbacks and practices to improve upon skillsets</p>	<p>Q1.1 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>Q1.2 With minimal verbal prompting, will return to a non-preferred activity that was abandoned due to setbacks</p> <p>Q1.3 Consistently asks an adult for help to overcome setbacks that occur while engaged in a preferred activity</p> <p>Q1.4 With minimal verbal prompting, asks peers for help to overcome setbacks that occur while engaged in a preferred activity</p> <p>Q1.5 With minimal verbal prompting, asks an adult for help to overcome setbacks that occur while engaged in a non-preferred activity</p> <p>Q1.6 With minimal verbal prompting, asks peers for help to overcome setbacks that occur while engaged in a non-preferred activity</p>	<p>Q2.1 Remains 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>Q2.2 Returns to a non-preferred activity that was abandoned due to setbacks</p> <p>Q2.3 Asks peers for help to overcome setbacks that occur while engaged in a preferred activity</p> <p>Q2.4 Asks an adult for help to overcome setbacks that occur while engaged in a non-preferred activity</p> <p>Q2.5 Asks peers for help to overcome setbacks that occur while engaged in a non-preferred activity</p> <p>Q2.6 With verbal prompting and encouragement, practices skills identified by an adult as needing improvement</p>	<p>Q3.1 With verbal prompting and encouragement, practices skills identified by an adult as needing improvement</p> <p>Q3.2 With verbal prompting and encouragement, returns to preferred activity that was abandoned due to setbacks with the intention of improving skills that may have been the reason for the setback</p> <p>Q3.3 With verbal prompting and encouragement, returns to a non-preferred activity that was abandoned due to setbacks with the intention of improving skills that may have been the reason for the setback</p> <p>Q3.4 With verbal prompting and encouragement, begins to ask peers for assistance to improve personal skills</p>	<p>Q4.1 With minimal verbal prompting, practices skills identified by an adult as needing improvement</p> <p>Q4.2 With verbal prompting and encouragement, returns to preferred activity that was abandoned due to setbacks with the intention of improving skills that may have been the reason for the setback</p> <p>Q4.3 With verbal prompting and encouragement, returns to a non-preferred activity that was abandoned due to setbacks with the intention of improving skills that may have been the reason for the setback</p> <p>Q4.4 With verbal prompting and encouragement, begins to ask peers for assistance to improve personal skills</p>
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	C. Play	1. Engages in a progression of individualized and imaginative play	a. Engages in elaborate and sustained pretend/make-believe play	<p>Q1.1 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>Q1.2 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>Q1.3 Consistently uses imaginary objects to enhance pretend/make-believe play when concrete objects can't be found</p> <p>Q1.4 With verbal prompting and encouragement, creates pretend/make-believe play in a 'small world' (fairy garden, ladybug house, etc.)</p>	<p>Q2.1 With adult modeling and support, begins to assign specific roles to peers in order to enhance the pretend/make-believe play</p> <p>Q2.2 Consistently uses a combination of real and imaginary objects to enhance pretend/make-believe play</p> <p>Q2.3 With adult modeling and support, begins to understand the difference between 'real' and 'not real' when engaging in pretend/make-believe play</p> <p>Q2.4 With minimal verbal prompting, creates pretend/make-believe play in a 'small world' (fairy garden, ladybug house, etc.)</p>	<p>Q3.1 With verbal prompting and encouragement, begin assigns specific roles to peers in order to enhance the pretend/make-believe play</p> <p>Q3.2 Consistently uses a combination of real and imaginary objects to enhance pretend/make-believe play</p> <p>Q3.3 With verbal prompting and encouragement, shows understanding the difference between 'real' and 'not real' when engaging in pretend/make-believe play</p> <p>Q3.4 Regularly creates pretend/make-believe play in a 'small world' (fairy garden, ladybug house, etc.)</p>	<p>Q4.1 Regularly assigns specific roles to peers in order to enhance the pretend/make-believe play</p> <p>Q4.2 May begin to assign specific roles to adults in order to enhance the pretend/make-believe play</p> <p>Q4.3 Consistently uses a combination of real and imaginary objects to enhance pretend/make-believe play</p> <p>Q4.4 With minimal verbal prompting, shows understanding of the difference between 'real' and 'not real' when engaging in pretend/make-believe play</p> <p>Q4.5 Regularly creates pretend/make-believe play in a 'small world' (fairy garden, ladybug house, etc.)</p>
		2. Demonstrates a cooperative and flexible approach to play	a. Consistently engages in cooperative play and learning activities with peers	<p>Q1.1 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>Q1.2 With minimal verbal prompting, joins a group engaged in a play scenarios and plays for an increasingly longer amount of time</p> <p>Q1.3 With minimal verbal prompting, works with a peer to accomplish a learning activity (putting together a puzzle, building a tall tower, etc.)</p>	<p>Q2.1 Consistently creates play scenarios that allow for a group of children to play (building a city in the block area, organizing a 'chase' game on the playground)</p> <p>Q2.2 Joins a group engaged in an established play scenario and with verbal prompting and encouragement adds to/enhances the play scenario</p> <p>Q2.3 Regularly works with peers to accomplish a learning activity (putting together a puzzle, creating a mural, engaging in parachute games)</p>	<p>Q3.1 Consistently creates play scenarios that allow for a group of children to play (building a city in the block area, organizing a 'chase' game on the playground)</p> <p>Q3.2 Joins a group engaged in an established play scenario and with verbal prompting and encouragement adds to/enhances the play scenario</p> <p>Q3.3 Regularly works with peers to accomplish a learning activity (putting together a puzzle, creating a mural, engaging in parachute games)</p> <p>Q3.4 Begins to willingly share classroom space and materials with peers</p>	<p>Q4.1 Consistently creates play scenarios that allow for a group of children to play (building a city in the block area, organizing a 'chase' game on the playground)</p> <p>Q4.2 Joins a group engaged in an established play scenario and with minimal verbal prompting adds to/enhances the play scenario</p> <p>Q4.3 Regularly works with peers to accomplish a learning activity (putting together a puzzle, creating a mural, engaging in parachute games)</p> <p>Q4.4 Begins to willingly share classroom space and materials with peers</p>

(SED) Social and Emotional Development	A. Developing a Sense of Self	1. Develops self-awareness	a. Recognizes self as a unique member of a specific group/demographic that fits into a larger world picture	<p>Q1.1 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>Q1.2 Expresses own unique likes/dislikes (Example: "I love tomatoes but Jed thinks they are yucky.")</p> <p>Q1.3 Expresses own unique thoughts/feelings (Example: "I'm sad. I want my blanket.")</p> <p>Q1.4 Begins to develop knowledge of different cultures/identified groups/demographics</p>	<p>Q2.1 Continues to develop knowledge of different cultures/identified groups/demographics</p> <p>Q2.2 With adult modeling and support, begins to identify commonalities between self and various cultures/identified groups/demographics</p> <p>Q2.3 With adult modeling and support, begins to identify differences between self and various cultures/identified groups/demographics</p>	<p>Q3.1 Continues to develop knowledge of different cultures/identified groups/demographics</p> <p>Q3.2 With verbal prompting and encouragement, begins to identify commonalities between self and various cultures/identified groups/demographics</p> <p>Q2.3 With verbal prompting and encouragement, begins to identify differences between self and various cultures/identified groups/demographics</p>	<p>Q4.1 Uses knowledge of different cultures/identified groups/demographics to express personal unique qualities (Example: "We helped deliver food to people who can't drive. That is volunteering just like Rashid did during Ramadan.")</p> <p>Q4.2 With verbal prompting and encouragement, compares and contrasts commonalities between self and various cultures/identified groups/demographics (Example: "I eat tacos, I think tacos are like the arepas we read about in our South America book.")</p>
			b. Identifies personal characteristics, preferences, thoughts, and feelings	<p>Q1.1 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>Q1.2 Regularly shares about familiar community places and activities that are done with the family (favorite park, church, grocery store, etc.)</p> <p>Q1.3 Regularly shares about family and extended family (Example: "I have a new baby brother.", "My grandma lives in Tennessee.")</p> <p>Q1.4 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>Q2.1 Expands/adds details when identifying characteristics of self (hair length, hair style, nose/mouth/eye shape, birthday month, etc.) and with verbal prompting and encouragement compares/contrasts characteristics of self with peers or familiar adults</p> <p>Q2.2 Begins to identify preferred community places and activities that are done with the family (favorite park, church, grocery store, etc.)</p> <p>Q2.3 Begins to discuss personal preferences with peers or familiar adults</p> <p>Q2.4 Begins to factor in personal thoughts/feelings/preferences when making choices for play and learning activities</p>	<p>Q3.1 Expands/adds details when identifying characteristics of self (hair length, hair style, nose/mouth/eye shape, birthday month, etc.) and with verbal prompting and encouragement compares/contrasts characteristics of self with peers or familiar adults</p> <p>Q3.2 Regularly identifies preferred community places and activities that are done with the family (favorite park, church, grocery store, etc.)</p> <p>Q3.3 With verbal prompting and encouragement, discuss personal preferences with peers or familiar adults</p> <p>Q3.4 With verbal prompting and encouragement, factors in personal thoughts/feelings/preferences when making choices for play and learning activities</p>	<p>Q4.1 Expands/adds details when identifying characteristics of self (hair length, hair style, nose/mouth/eye shape, birthday month, etc.) and with minimal verbal prompting compares/contrasts characteristics of self with peers or familiar adults</p> <p>Q4.2 With minimal verbal prompting, discuss personal preferences with peers or familiar adults</p> <p>Q4.3 With minimal verbal prompting, factors in personal thoughts/feelings/preferences when making choices for play and learning activities</p>

			<p>c. Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p>	<p>Q1.1 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>	<p>Q2.1 With verbal prompting and encouragement, attempts increasingly more difficult tasks (putting together a puzzle with more pieces, uses new tools in the science center without instruction, etc.) Q2.2 With verbal prompting and encouragement, uses mastered skills to support peers who are still developing skills (teaches a peer how to identify what shoe goes on what foot, gives peer tips on how to connect new building materials, etc.)</p>	<p>Q3.1 With minimal verbal prompting, attempts increasingly more difficult tasks (putting together a puzzle with more pieces, uses new tools in the science center without instruction, etc.) Q3.2 With verbal prompting and encouragement, uses mastered skills to support peers who are still developing skills (teaches a peer how to identify what shoe goes on what foot, gives peer tips on how to connect new building materials, etc.)</p>	<p>Q4.1 Regularly attempts increasingly more difficult tasks (putting together a puzzle with more pieces, uses new tools in the science center without instruction, etc.) Q4.2 With minimal verbal prompting, uses mastered skills to support peers who are still developing skills (teaches a peer how to identify what shoe goes on what foot, gives peer tips on how to connect new building materials, etc.)</p>
		2. Engages in self-expression	<p>a. Uses verbal and non-verbal expressions to describe/explain/act out a full range of positive and negative emotions</p>	<p>Q1.1 With verbal prompting and encouragement, personally identifies a larger range of emotions (frustration, jealousy, enthusiasm, nervousness, fear, etc.) Q1.2 With verbal prompting and encouragement, discusses and identifies the emotions of characters in books or the emotions depicted in photos Q1.3 With verbal prompting and encouragement, reflects emotions in personal artwork Q1.4 With verbal prompting and encouragement, reflects on personal experiences that evoked strong emotions</p>	<p>Q2.1 With verbal prompting and encouragement, personally identifies a full range of emotions Q2.2 With minimal verbal prompting, discusses and identifies the emotions of characters in books or the emotions depicted in photos Q2.3 With minimal verbal prompting, reflects emotions in personal artwork Q2.4 With minimal verbal prompting, reflects on personal experiences that evoked strong emotions Q2.5 With adult modeling and support, uses pretend/make-believe play to show the emotions (pretending to be scared when encountering a fake bug, pretending to cry when playing a baby in the housekeeping center, etc.) Q2.6 With adult modeling and support, begins to understand how other people and their behaviors can influence emotions (positive and negative)</p>	<p>Q3.1 With verbal prompting and encouragement, personally identifies a full range of emotions both positive and negative Q3.2 With minimal verbal prompting, discusses and identifies the emotions of characters in books or the emotions depicted in photos Q3.3 With minimal verbal prompting, reflects emotions in personal artwork Q3.4 With minimal verbal prompting, reflects on personal experiences that evoked strong emotions Q3.5 With verbal prompting and encouragement, uses pretend/make-believe play to show the emotions (pretending to be scared when encountering a fake bug, pretending to cry when playing a baby in the housekeeping center, etc.) Q3.6 With adult modeling and support, begins to understand how other people and their behaviors can influence emotions (positive and negative)</p>	<p>Q4.1 Regularly identifies a full range of emotions both positive and negative Q4.2 Regularly discusses and identifies the emotions of characters in books or the emotions depicted in photos Q4.3 Regularly reflects emotions in personal artwork Q4.4 Regularly reflects on personal experiences that evoked strong emotions Q4.5 With minimal verbal prompting, uses pretend/make-believe play to show the emotions (pretending to be scared when encountering a fake bug, pretending to cry when playing a baby in the housekeeping center, etc.) Q4.6 With verbal prompting and encouragement, shows understanding of how other people and their behaviors can influence emotions (positive and negative) (Example: Draws a picture for a friend that is sad, sees a peer playing alone and brings others over to play as a group)</p>

			<p>b. Shows independence in own choices</p>	<p>Q1.1 Regularly makes independent decisions regarding activities or materials (selecting unique or individual activities/materials apart from what a peer selects)</p> <p>Q1.2 With verbal prompting and encouragement, chooses to follow established routines and procedures even if peers are not (waits in line to get a drink, puts blocks back on shelf by shape even when peers just pile blocks anywhere on the shelf)</p> <p>Q1.3 With verbal prompting and encouragement, makes decisions to take care of personal needs when they arise (finding tissue and blowing nose, washing hands after using the sensory materials, using the restroom during free play, etc.)</p>	<p>Q2.1 With verbal prompting and encouragement, chooses to follow established routines and procedures even if peers are not (waits in line to get a drink, puts blocks back on the shelf by shape even when peers just pile blocks anywhere on the shelf)</p> <p>Q2.2 With verbal prompting and encouragement, makes decisions to take care of personal needs when they arise (finding tissue and blowing nose, washing hands after using the sensory materials, using the restroom during free play, etc.)</p>	<p>Q3.1 With minimal verbal prompting, chooses to follow established routines and procedures even if peers are not (waits in line to get a drink, puts blocks back on the shelf by shape even when peers just pile blocks anywhere on the shelf)</p> <p>Q3.2 With minimal verbal prompting, makes decisions to take care of personal needs when they arise (finding tissue and blowing nose, washing hands after using the sensory materials, using the restroom during free play, etc.)</p>	<p>Q4.1 Consistently chooses to follow established routines and procedures even if peers are not (waits in line to get a drink, puts blocks back on the shelf by shape even when peers just pile blocks anywhere on the shelf)</p> <p>Q4.2 Consistently makes decisions to take care of personal needs when they arise (finding tissue and blowing nose, washing hands after using the sensory materials, using the restroom during free play, etc.)</p> <p>Q4.3 Begins to show a willingness to choose familiar and new experiences when offered a choice</p> <p>Q4.4 Begins to help others without being asked (cleans up own center and moves on to help peers, cleans up a spill they didn't make, throws away trash found on the floor after lunch)</p>
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	B. Self-Regulation	1. Demonstrates self-control	a. Regulates own emotions and behaviors and seeks adult support when needed	<p>Q1.1 With minimal verbal prompting, reflects on own emotions and the strategies used to manage them</p> <p>Q1.2 With minimal verbal prompting, reflects on own behaviors (attention and impulses) and the strategies used to manage them</p> <p>Q1.3 With minimal verbal prompting, separates easily from a parent at drop-off and caregiver pick up</p> <p>Q1.4 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>Q1.5 With minimal verbal prompting, connects consequences to personal actions and the actions of others</p>	<p>Q2.1 Consistently reflects on own emotions and the strategies used to manage them</p> <p>Q2.2 Consistently reflects on own behaviors (attention and impulses) and the strategies used to manage them</p> <p>Q2.3 With verbal prompting and encouragement, controls own behaviors (following established classroom rules, caring for classroom materials, waiting for turns, transitioning between activities, etc.)</p> <p>Q2.4 With adult modeling and support, begins to understand classroom limitations/restrictions and willingly comply with the limitations/restrictions</p> <p>Q2.5 Seeks out adult support to regulate strong emotions, if available classroom supports are not sufficient (Example: Child asks an adult to get a photo of a parent out of their cubby because their parent is away on a business trip. Child asks an adult for a hug to help them calm down after getting hurt.)</p>	<p>Q3.1 Consistently reflects on own emotions and with verbal prompting and encouragement selects strategies to manage them based on the situation (location, classroom activity, etc.)</p> <p>Q3.2 Consistently reflects on own behaviors (attention and impulses) and with verbal prompting and encouragement selects strategies to manage them based on the situation (location, classroom activity, etc.)</p> <p>Q3.3 With minimal verbal prompting, controls own behaviors (following established classroom rules, caring for classroom materials, waiting for turns, transitioning between activities, etc.)</p> <p>Q3.4 With verbal prompting and encouragement, shows understanding of classroom limitations/restrictions and willingly complies with the limitations/restrictions</p> <p>Q3.5 Seeks out adult support to regulate strong emotions, if available classroom supports are not sufficient (Example: Child asks an adult to get a photo of a parent out of their cubby because their parent is away on a business trip. Child asks an adult for a hug to help them calm down after getting hurt.)</p>	<p>Q4.1 Consistently reflects on own emotions and selects a strategy to manage them based on the situation (location, classroom activity, etc.)</p> <p>Q4.2 Consistently reflects on own behaviors (attention and impulses) and with verbal prompting and encouragement selects strategies to manage them based on the situation (location, classroom activity, etc.)</p> <p>Q4.3 Regularly controls own behaviors (following established classroom rules, caring for classroom materials, waiting for turns, transitioning between activities, etc.)</p> <p>Q4.4 With minimal verbal prompting, shows understanding of classroom limitations/restrictions and willingly complies with the limitations/restrictions</p> <p>Q4.5 Seeks out adult support to regulate strong emotions, if available classroom supports are not sufficient (Example: Child asks an adult to get a photo of a parent out of their cubby because their parent is away on a business trip. Child asks an adult for a hug to help them calm down after getting hurt.)</p>
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			b. Manages transitions and adapts to changes in schedules and routines independently	<p>Q1.1 Follows established classroom routines with minimal need for adult redirection or prompting</p> <p>Q1.2 Participates in established daily rituals with minimal need for adult redirection or prompting</p> <p>Q1.3 Consistently transitions without resistance, between whole group, small group, and individual activities</p> <p>Q1.4 Consistently transitions without resistance, between indoor and outdoor activities</p>	<p>Q2.1 Consistently follows established classroom routines</p> <p>Q2.2 Consistently participates in established daily rituals</p> <p>Q2.3 Follows changes in routines or rituals with minimal need for adult redirection or prompting</p>	<p>Q3.1 Consistently follows established classroom routines and with adult prompting may provide personal suggestions for additions/changes to established classroom routines</p> <p>Q3.2 Consistently participates in established daily rituals and with adult prompting may provide personal suggestions for additions/changes to established daily rituals</p> <p>Q3.3 Follows changes in routines or rituals with minimal need for adult redirection or prompting</p>	<p>Q4.1 Consistently follows established classroom routines and provides personal suggestions for additions/changes to established classroom routines</p> <p>Q4.2 Consistently participates in established daily rituals and provides personal suggestions for additions/changes to established daily rituals</p> <p>Q4.3 Follows changes in routines or rituals with minimal resistance or need for adult redirection</p>
C. Developing a sense of Self with Others	1. Develops relationships with adults	a. Seeks out adults for resources	<p>Q1.1 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.)</p> <p>Q1.2 May begin to seek out a familiar adult to provide suggestions or resources when encountering challenging tasks or situations</p>	<p>Q2.1 With frequent verbal prompting, seeks out a familiar adult to provide suggestions or resources when encountering challenging tasks or situations</p>	<p>Q3.1 With minimal verbal prompting, seeks out a familiar adult to provide suggestions or resources when encountering challenging tasks or situations</p>	<p>Q4.1 Regularly seeks out a familiar adult to provide suggestions or resources when encountering challenging tasks or situations</p>	
		b. Attempts to resolve peer conflicts using appropriate strategies and seeks adult help if the conflict is not resolved	<p>Q1.1 Regularly seeks adult support to solve peer conflicts</p> <p>Q1.2 Attempts to solve peer conflicts before seeking adult support</p> <p>Q1.3 With adult modeling and support, learns multiple strategies to resolve peer conflicts</p>	<p>Q2.1 With adult modeling and support, utilizes learned strategies to solve peer conflicts</p> <p>Q2.1 With adult modeling and support, continues to learn multiple strategies to resolve peer conflicts</p>	<p>Q3.1 With verbal prompting and encouragement, utilizes learned strategies to solve peer conflicts</p>	<p>Q4.1 Utilizes learned strategies to attempt to solve peer conflicts</p> <p>Q4.2 Seeks adult support to resolve peer conflicts if learned strategies were not effective</p> <p>Q4.3 May seek out adult or peers for additional strategies to resolve peer conflicts</p>	
		c. Shows affection to familiar adults by using more complex words and actions	<p>Q1.1 Regularly uses simple words and actions to express affection to familiar adults (Example: Saying 'I love you.', Giving a hug, Blowing kisses, Saying 'You are pretty.')</p>	<p>Q2.1 With adult modeling and support, expands upon words and actions to show affection to familiar adults (Example: Makes a card for a parent's birthday. Draws a picture of a recent family vacation. Says 'Thank you for helping me open that package' when an adult cuts open a food package at mealtime.)</p>	<p>Q3.1 With verbal prompting and encouragement, expands upon words and actions to show affection to familiar adults (Example: Makes a card for a parent's birthday. Draws a picture of a recent family vacation. Says 'Thank you for helping me open that package' when an adult cuts open a food package at mealtime.)</p>	<p>Q4.1 Regularly uses more complex words and actions to show affection to familiar adults (Example: Makes a card for a parent's birthday. Draws a picture of a recent family vacation. Says 'Thank you for helping me open that package' when an adult cuts open a food package at mealtime.)</p>	

		2. Develops relationships with peers	a. Plays cooperatively with a few peers for sustained periods of time	<p>Q1.1 With minimal verbal prompting, engages in simple group games like London Bridges or Ring Around the Rosie</p> <p>Q1.2 With minimal verbal prompting, willingly include peers in pretend/make-believe play and/or construction play</p> <p>Q1.3 Identifies a majority of classroom peers by name when requesting them to play</p>	<p>Q2.1 Regularly engages in simple group games like London Bridges or Ring Around the Rosie</p> <p>Q2.2 Willingly includes peers in pretend/make-believe play and/or construction play</p> <p>Q2.3 With verbal prompting and encouragement, begins to play cooperatively with peers and work to accomplish one group goal (Examples: Works as a group to build a bridge out of blocks, works with a few peers to build a house out of legos, works with a small group to solve a science experiment)</p>	<p>Q3.1 Begins to engage in increasingly more complex group games like tag, relay races, basketball, soccer, etc.</p> <p>Q3.2 With minimal verbal prompting, plays cooperatively with peers and works to accomplish one group goal (Examples: Works as a group to build a bridge out of blocks, works with a few peers to build a house out of legos, works with a small group to solve a science experiment)</p>	<p>Q4.1 Engages in increasingly more complex group games like tag, relay races, basketball, soccer, etc.</p> <p>Q4.2 Plays cooperatively with peers and works to accomplish one group goal (Examples: Works as a group to build a bridge out of blocks, works with a few peers to build a house out of legos, works with a small group to solve a science experiment)</p>
			b. Develops and maintains friendships with other children	<p>Q1.1 Identifies a majority of classroom peers by name when requesting them to play</p> <p>Q1.2 With adult support, begins to make connections with classroom peers that have similar interests or similar personality traits</p>	<p>Q2.1 With adult modeling and support, begins to use appropriate social cues (tapping on the shoulder, waiting for a group of peers to stop talking, asking to play a specific game, etc.) to obtain the attention of peers</p> <p>Q2.2 With adult support, begins to make connections with classroom peers that have similar interests or similar personality traits</p>	<p>Q3.1 With verbal prompting and encouragement, uses appropriate social cues (tapping on the shoulder, waiting for a group of peers to stop talking, asking to play a specific game, etc.) to obtain the attention of peers</p> <p>Q3.2 With verbal prompting and encouragement, begins to make connections with classroom peers that have similar interests or similar personality traits</p> <p>Q3.3 May begin to identify one or two peers as a 'best friend'</p> <p>Q3.4 May begin to make cards or draw pictures for preferred peers</p>	<p>Q4.1 Regularly uses appropriate social cues (tapping on the shoulder, waiting for a group of peers to stop talking, asking to play a specific game, etc.) to obtain the attention of peers</p> <p>Q4.2 Regularly begins to make connections with classroom peers that have similar interests or similar personality traits</p> <p>Q4.3 May begin to identify one or two peers as a 'best friend'</p> <p>Q4.4 May begin to make cards or draw pictures for preferred peers</p>

			<p>c. Shows respect for peers' personal space and belongings</p>	<p>Q1.1 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>Q1.2 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>	<p>Q2.1 With minimal verbal prompting, 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>Q2.2 With minimal verbal prompting, 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>	<p>Q3.1 Regularly shows an awareness of personal boundaries (Example: Identifies personal space on the carpet and identifies the spaces that belong to peers, makes sure body is safe and in personal space while participating in movement activities)</p> <p>Q3.2 Regularly respects peers' belongings (Example: Puts found water bottle back in a peers' cubby, Helps peer find their painting on the drying rack before they go home)</p>	<p>Q4.1 Regularly shows an awareness of personal boundaries (Example: Identifies personal space on the carpet and identifies the spaces that belong to peers, makes sure body is safe and in personal space while participating in movement activities)</p> <p>Q4.2 Regularly respects peers' belongings (Example: Puts found water bottle back in a peers' cubby, Helps peer find their painting on the drying rack before they go home)</p>
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(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	<p>Q1.1 Begins to engage in multiple back-and-forth communicative interactions with adults and peers for novel reasons or to reach a goal</p> <p>Q1.2 With verbal prompting and encouragement, appropriately gains the attention of adults and peers when engaging in purposeful communicative interactions</p> <p>Q1.3 With verbal prompting and encouragement, appropriately gains permission from adults and peers when engaging in purposeful communicative interactions</p> <p>Q1.4 With verbal prompting and encouragement, appropriately gains information/clarification from adult and peers when engaging in purposeful communicative interactions</p> <p>Q1.5 With verbal prompting and encouragement, initiates socially appropriate callings/greetings when interacting with adults and peers</p> <p>Q1.6 With verbal prompting and encouragement, utilizes socially appropriate ways to be assertive when engaging in communicative interactions with peers</p>	<p>Q2.1 Begins to engage in multiple back-and-forth communicative interactions with adults and peers for novel reasons or to reach a goal</p> <p>Q2.2 With verbal prompting and encouragement, appropriately gains the attention of adults and peers when engaging in purposeful communicative interactions</p> <p>Q2.3 With verbal prompting and encouragement, appropriately gains permission from adults and peers when engaging in purposeful communicative interactions</p> <p>Q2.4 With verbal prompting and encouragement, appropriately gains information/clarification from adults and peers when engaging in purposeful communicative interactions</p> <p>Q2.5 With verbal prompting and encouragement, initiates socially appropriate callings/greetings when interacting with adults and peers</p> <p>Q2.6 With verbal prompting and encouragement, utilizes socially appropriate ways to be assertive when engaging in communicative interactions with peers</p>	<p>Q3.1 Engages in multiple back-and-forth communicative interactions with adults and peers for novel reasons or to reach a goal with minimal verbal prompting</p> <p>Q3.2 With minimal verbal prompting, appropriately gains the attention of adults and peers when engaging in purposeful communicative interactions</p> <p>Q3.3 With minimal verbal prompting, appropriately gains permission from adults and peers when engaging in purposeful communicative interactions</p> <p>Q3.4 With minimal verbal prompting, appropriately gains information/clarification from adults and peers when engaging in purposeful communicative interactions</p> <p>Q3.5 With minimal verbal prompting, initiates socially appropriate callings/greetings when interacting with adults and peers</p> <p>Q3.6 With minimal verbal prompting, utilizes socially appropriate ways to be assertive when engaging in communicative interactions with peers</p>	<p>Q4.1 Engages in multiple back-and-forth communicative interactions with adults and peers for novel reasons or to reach a goal with minimal verbal prompting</p> <p>Q4.2 With minimal verbal prompting, appropriately gains the attention of adults and peers when engaging in purposeful communicative interactions</p> <p>Q4.3 With minimal verbal prompting, appropriately gains permission from adults and peers when engaging in purposeful communicative interactions</p> <p>Q4.4 With minimal verbal prompting, appropriately gains information/clarification from adults and peers when engaging in purposeful communicative interactions</p> <p>Q4.5 With minimal verbal prompting, initiates socially appropriate callings/greetings when interacting with adults and peers</p> <p>Q4.6 With minimal verbal prompting, utilizes socially appropriate ways to be assertive when engaging in communicative interactions with peers</p>
			b. Follows multi-step directions	<p>Q1.1 Regularly follows the first two or three steps of multi-step directions and with minimal verbal prompting completes the next steps</p> <p>Q1.2 Follows multi-step directions with accuracy when utilizing written or visual supports</p>	<p>Q2.1 Follows multi-step directions with minimal verbal prompting</p> <p>Q2.2 Follows multi-step directions with accuracy when utilizing written or visual supports</p>	<p>Q3.1 Follows multi-step directions with minimal verbal prompting</p> <p>Q3.2 Follows multi-step directions with accuracy when utilizing written or visual supports</p>	<p>Q4.1 Follows verbal, visual and/or written multi-step directions with accuracy</p>

			<p>c. Responds to interpretive and evaluative questions with adult support</p>	<p>Q1.1 Consistently answers factual questions (Who, What, Where, When, Why, How) Example: Who is wearing red today? What did you eat for breakfast?</p>	<p>Q2.1 With adult modeling and support, begins to answer interpretive questions (questions that can be answered by using information gained from the text) Example: Why did the mouse want the cookie? Q2.2 With adult modeling and support, begins to answer evaluative questions (questions that require children to share their opinion/what they think or feel) Example: Where do you believe the squirrels hide all the acorns they collect?</p>	<p>Q3.1 With verbal prompting and encouragement, answers interpretive questions (questions that can be answered by using information gained from the text) Example: Why did the mouse want the cookie? Q3.2 With verbal prompting and encouragement, answers evaluative questions (questions that require children to share their opinion/what they think or feel) Example: Where do you believe the squirrels hide all the acorns they collect?</p>	<p>Q4.1 With minimal verbal prompting, answers interpretive questions (questions that can be answered by using information gained from the text) Example: Why did the mouse want the cookie? Q4.2 With minimal verbal prompting, answers evaluative questions (questions that require children to share their opinion/what they think or feel) Example: Where do you believe the squirrels hide all the acorns they collect?</p>
		<p>2. Acquires vocabulary introduced in conversations, activities, stories, and/or books</p>	<p>a. Understands the meaning of increasingly more complex words across multiple topic areas</p>	<p>Q1.1 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 Q1.2 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 Q1.3 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 Q1.4 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>Q2.1 Consistently shows understanding of words used in conversations, activities, stories, songs and/or books by following the actions or using the words in the correct context during play Q2.2 With minimal verbal prompting, shows understanding of words used in conversations, activities, stories, songs and/or books by providing a simple/child friendly definition of the words Q2.3 With minimal verbal prompting, shows understanding of words used in conversations, activities, stories, songs and/or books by providing a synonym for the words Q2.4 With minimal verbal prompting, 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>Q3.1 Shows understanding of words used in conversations, activities, stories, songs and/or books by providing a simple/child friendly definition of the words Q3.2 Shows understanding of words used in conversations, activities, stories, songs and/or books by providing a synonym for the words Q3.3 With verbal prompting and encouragement, shows understanding of words used in conversations, activities, stories, songs and/or books by providing an antonym for the words Q3.4 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 Consistently shows understanding of words used in conversations, activities, stories, songs and/or books by providing a simple/child friendly definition of the words Q4.2 Consistently shows understanding of words used in conversations, activities, stories, songs and/or books by providing a synonym for the words Q4.3 With minimal verbal prompting, shows understanding of words used in conversations, activities, stories, songs and/or books by providing an antonym for the words Q4.4 Regularly utilizes 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>b. Connects new or novel vocabulary to prior experiences, conversations, activities, stories, songs and/or books</p>	<p>Q1.1 With verbal prompting and encouragement, shares prior experiences and utilizes the new or novel vocabulary when sharing Q1.2 With verbal prompting and encouragement, shares prior experiences and utilizes the experience to explain/define the new or novel vocabulary</p>	<p>Q2.1 With minimal verbal prompting, shares prior experiences and utilizes the new or novel vocabulary when sharing Q2.2 With minimal verbal prompting, shares prior experiences and utilizes the experience to explain/define the new or novel vocabulary</p>	<p>Q3.1 With minimal verbal prompting, shares prior experiences and utilizes the new or novel vocabulary when sharing Q3.2 With minimal verbal prompting, shares prior experiences and utilizes the experience to explain/define the new or novel vocabulary</p>	<p>Q4.1 Regularly shares prior experiences and utilizes new or novel vocabulary when sharing Q4.2 Regularly shares prior experiences and utilizes the experience to explain/define the new or novel vocabulary</p>
B. Expressive Language	1. Uses non-verbal communication for a variety of purposes	a. Uses more complex gestures and actions to enhance verbal communication of wants and needs	<p>Q1.1 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.' Q1.2 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.)</p>	<p>Q2.1 Begins to pair body language and verbal communication to enhance expression of wants and needs (Example: Child crosses arms, turns away from the speaker, and exclaims 'I will not eat my sandwich if it is cut in half. I want a whole sandwich!') Q2.2 Begins to pair exaggerated physical gestures and actions with verbal communication to enhance expression of wants and needs (Example: Child directs a peer across the room to collect extra blocks for the bridge by pointing to the needed blocks, pointing to the unfinished bridge and saying 'Help me out please!')</p>	<p>Q3.1 Continues to pair body language and verbal communication to enhance expression of wants and needs (Example: Child crosses arms, turns away from the speaker, and exclaims 'I will not eat my sandwich if it is cut in half. I want a whole sandwich!') Q3.2 Continues to pair exaggerated physical gestures and actions with verbal communication to enhance expression of wants and needs (Example: Child directs a peer across the room to collect extra blocks for the bridge by pointing to the needed blocks, pointing to the unfinished bridge and saying 'Help me out please!')</p>	<p>Q4.1 Regularly pairs body language and verbal communication to enhance expression of wants and needs (Example: Child crosses arms, turns away from the speaker, and exclaims 'I will not eat my sandwich if it is cut in half. I want a whole sandwich!') Q4.2 Regularly pairs exaggerated physical gestures and actions with verbal communication to enhance expression of wants and needs (Example: Child directs a peer across the room to collect extra blocks for the bridge by pointing to the needed blocks, pointing to the unfinished bridge and saying 'Help me out please!')</p>	
		b. Communicates feelings using non-verbal gestures and actions	<p>Q1.1 Regularly uses nonverbal gestures, body language, and physical actions to communicate more basic feelings Q1.2 With verbal prompting and encouragement, attempts to use nonverbal gestures, body language, and physical actions to communicate more complex feelings Q1.3 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</p>	<p>Q2.1 With minimal verbal prompting, uses nonverbal gestures, body language, and physical actions to communicate more complex feelings Q2.2 With minimal verbal prompting, identifies the complex feelings that are being communicated through an adult or peers' nonverbal gestures, body language or physical actions</p>	<p>Q3.1 Uses nonverbal gestures, body language, and physical actions to communicate more complex feelings Q3.2 Identifies the complex feelings that are being communicated through an adult or peers' nonverbal gestures, body language or physical actions</p>	<p>Q4.1 Consistently and accurately, uses nonverbal gestures, body language, and physical actions to communicate more complex feelings Q4.2 Consistently and accurately, identifies the complex feelings that are being communicated through an adult or peers' nonverbal gestures, body language or physical actions</p>	

		2. Uses increasingly complex spoken language	<p>a. Demonstrates an understanding of conversational rules when initiating or extending conversations with adults or peers</p>	<p>Q1.1 Regularly initiates and/or extends conversations with peers or adults Q1.2 With minimal verbal prompting, acknowledges nonverbal cues and body language during extended conversations Q1.3 Regularly waits for their turn during the conversation exchange so as to not interrupt peers or adults Q1.4 Regularly remembers to use a volume appropriate for the conversation setting</p>	<p>Q2.1 Regularly acknowledges nonverbal cues and body language during extended conversations Q2.2 Regularly waits for their turn during the conversation exchange so as to not interrupt peers or adults Q2.3 Regularly remembers to use a volume appropriate for the conversation setting</p>	<p>Q3.1 Consistently acknowledges nonverbal cues and body language during extended conversations Q3.2 Consistently waits for their turn during the conversation exchange so as to not interrupt peers or adults Q3.3 Consistently remembers to use a volume appropriate for the conversation setting</p>	<p>Q4.1 Consistently applies conversational rules when initiating or extending conversations with adults or peers Q4.2 Regularly reminds or redirects peers when they are not following the conversational rules</p>
			<p>b. Demonstrates use of expanded sentences and sentence structures</p>	<p>Q1.1 Consistently uses more than 5 words in a sentence to communicate wants and/or needs Q1.2 Uses past tense verbs when talking about something that has already happened Q1.3. Uses third person statements when (he/she/it/they) talking about someone other than themselves</p>	<p>Q2.1 With verbal prompting and encouragement, uses multiple long sentences to communicate wants and/or needs Q2.2 Regularly attempts to switch between present tense and past tense verbs when telling a story or talking about events that occur in the classroom or at home Q2.3.Regularly uses third person statements when (he/she/it/they) talking about someone other than themselves</p>	<p>Q3.1 With minimal verbal prompting, uses multiple long sentences to communicate wants and/or needs Q3.2 Accurately switches between present tense and past tense verbs when telling a story or talking about events that occur in the classroom or at home Q3.3.Regularly attempts to use first-person and third-person statements when telling a story or talking about events that occur in the classroom or at home</p>	<p>Q4.1 Uses multiple long sentences to communicate wants and/or needs Q4.2 Accurately switches between present tense and past tense verbs when telling a story or talking about events that occur in the classroom or at home Q4.3.Accurately uses first-person and third-person statements when telling a story or talking about events that occur in the classroom or at home</p>
			<p>c. Asks increasingly complex questions</p>	<p>Q1.1 Regularly asks questions to support the recall of information, increase understanding, or apply learning to new experiences Q1.2 Regularly asks "Wh" questions to include past tense ("What happened to Julia?") Q1.3 With minimal verbal prompting, asks multiple "Wh" questions to gain additional understanding or clarity</p>	<p>Q2.1 Asks multiple questions to adults and peers to support the recall of information, increase understanding, or apply learning to new experiences Q2.2 Asks multiple "Wh" questions to gain additional understanding or clarity Q2.3 With adult modeling and support, begins to ask interpretive questions to support the recall of information, increase understanding, or apply learning to new experiences Q2.4 With adult modeling and support, begins to ask evaluative questions to support the recall of information, increase understanding, or apply learning to new experiences</p>	<p>Q3.1 Asks multiple questions to adults and peers to support the recall of information, increase understanding, or apply learning to new experiences Q3.2 With verbal prompting and encouragement, asks interpretive questions to support the recall of information, increase understanding, or apply learning to new experiences Q3.3 With verbal prompting and encouragement, asks evaluative questions to support the recall of information, increase understanding, or apply learning to new experiences</p>	<p>Q4.1 With minimal verbal prompting, asks interpretive questions to support the recall of information, increase understanding, or apply learning to new experiences Q4.2 With minimal verbal prompting, asks evaluative questions to support the recall of information, increase understanding, or apply learning to new experiences</p>

			<p>d. Uses expanded vocabulary in a variety of situations</p> <p>Q1.1 With minimal verbal prompting, uses new vocabulary during structured play experiences Q1.2 With minimal verbal prompting, uses recently learned vocabulary during small group or whole group discussions Q1.3 With minimal verbal prompting, uses recently learned vocabulary when re-telling classroom events Q1.4 With minimal verbal prompting, uses recently learned vocabulary when describing learning experiences</p>	<p>Q2.1 Regularly uses new vocabulary during structured play experiences Q2.2 Regularly uses recently learned vocabulary during small group or whole group discussions Q2.3 Regularly uses recently learned vocabulary when re-telling classroom events Q2.4 Regularly uses recently learned vocabulary when describing learning experiences</p>	<p>Q3.1 Accurately uses new vocabulary during structured play experiences Q3.2 Accurately uses recently learned vocabulary during small group or whole group discussions Q3.3 Accurately uses recently learned vocabulary when re-telling classroom events Q3.4 Accurately uses recently learned vocabulary when describing learning experiences</p>	<p>Q4.1 Accurately uses new vocabulary during structured play experiences, small group or whole group discussions, when re-telling classroom events or when describing learning experiences 4.2 May utilize new vocabulary in a variety of situations after only hearing the vocabulary during a teacher-led activity</p>
			<p>e. Uses vocabulary to describe activities and experiences, including conjunctions to add details or elaborate phrases</p> <p>Q1.1 Regularly uses multiple expanded sentences to describe objects and/or actions Q1.2 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 Q1.3 With minimal verbal prompting, describes personal experiences and includes details such as favored sights, sounds, tastes, or smells</p>	<p>Q2.1 Expands the description of objects to include what the object is typically used for or how the object is going to be used Q2.2 Describes personal experiences and includes details such as favored sights, sounds, tastes, or smells</p>	<p>Q3.1 With adult modeling and support, combines and expands two simple sentences by utilizing appropriate conjunctions (for, and, but, or, yet, so)</p>	<p>Q4.1 With verbal prompting and encouragement, combines and expands two simple sentences by utilizing appropriate conjunctions (for, and, but, or, yet, so, in order to, by the time, in case, even if, etc.)</p>
		3. Builds and expands comprehension through conversations	<p>a. Listens to orally presented text and responds on topic during the follow-up conversation</p> <p>Q1.1 Regularly listens to orally presented text in a large group Q1.2 Regularly remains engaged in large group conversations following a read-aloud Q1.3 Consistently remains on topic during large group conversations following a read-aloud Q1.4 With minimal verbal prompting, actively engages in large group flannel board stories Q1.5 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 Q1.6 Consistently follows the cues to turn pages when listening to audiobooks</p>	<p>Q2.1 With verbal prompting and encouragement, remains engaged in small group conversations following a read-aloud Q2.2 With verbal prompting and encouragement, remains on topic during small group conversations following a read-aloud Q2.3 Actively engages in large group flannel board stories</p>	<p>Q3.1 With minimal verbal prompting, remains engaged in small group conversations following a read-aloud Q3.2 With minimal verbal prompting, remains on topic during small group conversations following a read-aloud Q3.3 With minimal verbal prompting, actively engages in flannel board stories with a small group</p>	<p>Q4.1 Remains engaged in small group conversations following a read-aloud Q4.2 Remains on topic during small group conversations following a read-aloud Q4.3 Actively engages in flannel board stories with a small group</p>

			<p>b. Listens and responds to peer conversations and group discussions for extended periods of time</p>	<p>Q1.1 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. Q1.2 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.) Q1.3 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>Q2.1 With minimal verbal prompting, practices active listening skills such as turning body towards speaker, remaining focused on the speaker, holding thoughts/questions until the speaker is finished, etc. Q2.2 Regularly 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.) Q2.3 Regularly 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>Q3.1 Regularly practices active listening skills such as turning body towards speaker, remaining focused on the speaker, holding thoughts/questions until the speaker is finished, etc. Q3.2 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.) sometimes returning to the topic of the conversation hours or days later Q3.3 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.) sometimes bringing up the topic of the conversation hours or days later</p>	<p>Q4.1 Consistently practices active listening skills such as turning body towards speaker, remaining focused on the speaker, holding thoughts/questions until the speaker is finished, etc. Q4.2 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.) sometimes returning to the topic of the conversation hours or days later Q4.3 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.) sometimes bringing up the topic of the conversation hours or days later</p>
			<p>c. Responds to more complex questions with appropriate answers</p>	<p>Q1.1 With minimal verbal prompting, responds to opinion questions by stating the opinion and providing a reason for the opinion Q1.2 With minimal verbal prompting, responds to questions about peer and/or familial relationships in detail Q1.3 With minimal verbal prompting, responds to questions about personal planning with a plan, plan details, and a reason for the plan</p>	<p>Q2.1 Responds to opinion questions by stating the opinion and providing a reason for the opinion Q2.2 Responds to questions about peers and/or familial relationships in detail Q2.3 Responds to questions about personal planning with a plan, plan details, and a reason for the plan</p>	<p>Q3.1 Responds to opinion questions by stating the opinion and providing a reason for the opinion Q3.2 Responds to questions about peers and/or familial relationships in detail Q3.3 Responds to questions about personal planning with a plan, plan details, and a reason for the plan</p>	<p>Q4.1 Consistently responds to opinion questions by stating the opinion and providing a reason for the opinion Q4.2 Consistently responds to questions about peers and/or familial relationships in detail Q4.3 Consistently 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	<p>a. Uses pictures to predict the main idea of a story prior to reading the story</p>	<p>Q1.1 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 Q1.2 With minimal verbal prompting, uses a 'picture walk' to predict the main idea of the story</p>	<p>Q2.1 Uses the title of the book and the picture on the cover to identify the main idea or main character in a story Q2.2 Uses a 'picture walk' to predict the main idea of the story</p>	<p>Q3.1 Uses the title of the book and the picture on the cover to identify the main idea or main character in a story Q3.2 Uses a 'picture walk' to predict the main idea of the story</p>	<p>Q4.1 Accurately predicts the main idea of a story prior to reading by using the title of the book, the picture on the book cover, and a 'picture walk'</p>

			<p>b. Retells familiar stories</p>	<p>Q1.1 With verbal prompting and encouragement, retells a familiar story using props that mirror the story characters or pictures that mirror the story events Q1.2 With adult modeling and support, retells a recently read story using props that mirror the story characters or pictures that mirror the story events Q1.3 With adult modeling and support, sequences the beginning, middle and end of a familiar story when provided pictures of the story events</p>	<p>Q2.1 With minimal verbal prompting, retells a familiar story using props that mirror the story characters or pictures that mirror the story events Q2.2 With verbal prompting and encouragement, retells a recently read story using props that mirror the story characters or pictures that mirror the story events Q2.3 With verbal prompting and encouragement, sequences the beginning, middle and end of a familiar story when provided pictures of the story events</p>	<p>Q3.1 Retells a familiar story using props that mirror the story characters or pictures that mirror the story events Q3.2 With minimal verbal prompting, retells a recently read story using props that mirror the story characters or pictures that mirror the story events Q3.3 With minimal verbal prompting, sequences the beginning, middle and end of a familiar story when provided pictures of the story events</p>	<p>Q4.1 Frequently retells familiar stories using props that mirror the story characters or pictures that mirror the story events Q4.2 Accurately retells a recently read story using props that mirror the story characters or pictures that mirror the story events Q4.3 Accurately sequences the beginning, middle and end of a familiar story when provided pictures of the story events Q4.4 May accurately sequence the beginning, middle and end of a recently read story when provided pictures of the story events</p>
			<p>c. Answers questions about a story</p>	<p>Q1.1 Uses expanded sentences and picture support to correctly answer most questions asked about story characters Q1.2 Uses expanded sentences and picture support to correctly answer most questions asked about the story setting Q1.3 Uses expanded sentences and picture support to correctly answer most questions asked about the story events Q1.4 With adult modeling and support, begins to answer compare and contrast questions about two familiar stories</p>	<p>Q2.1 Uses expanded sentences and picture support to correctly answer the majority of questions asked about story characters Q2.2 Uses expanded sentences and picture support to correctly answer the majority of questions asked about the story setting Q2.3 Uses expanded sentences and picture support to correctly answer the majority of questions asked about the story events Q2.4 With verbal prompting and encouragement, answers some compare and contrast questions about two familiar stories</p>	<p>Q3.1 Uses expanded sentences to correctly answer questions asked about story characters Q3.2 Uses expanded sentences to correctly answer questions asked about the story setting Q3.3 Uses expanded sentences to correctly answer questions asked about the story events Q3.4 With verbal prompting and encouragement, answers most compare and contrast questions about two familiar stories</p>	<p>Q4.1 Consistently answers questions asked about story characters, story setting, and story events Q4.2 With minimal verbal prompting, answers the majority of compare and contrast questions about two familiar stories</p>

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

			<p>b. Differentiates sounds that are the same and sounds that are different</p>	<p>Q1.1 Uses only listening to identify if environmental sounds are the same or different</p> <p>Q1.2 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.)</p> <p>Q1.3 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>	<p>Q2.1 With verbal prompting and encouragement, 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.)</p> <p>Q2.2 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>	<p>Q3.1 With minimal verbal prompting, 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.)</p> <p>Q3.2 With verbal prompting and encouragement, listens to 2 spoken words and identifies if those spoken words sounds the same at the end (rhyme)</p> <p>Q3.3 With adult modeling and support, listens to 2 spoken words and identifies if those spoken words sound the same at the beginning (alliteration)</p>	<p>Q4.1 Accurately uses physical actions to identify individual words in sentences</p> <p>Q4.2 With minimal verbal prompting, listens to 2 spoken words and accurately identifies if those spoken words sounds the same at the end (rhyme)</p> <p>Q4.3 With verbal prompting and encouragement, listens to 2 spoken words and identifies if those spoken words sound the same at the beginning (alliteration)</p> <p>Q4.4 With adult modeling and support, produces 2 spoken words that sound the same at the beginning (alliteration)</p>
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			<p>c. Identifies and manipulates natural breaks in spoken words</p>	<p>Q1.1 With adult modeling and support, uses physical actions to identify the natural breaks in multisyllabic words (Example: Mimics an adult as the adult pats their lap for each syllable in the word ELEPHANT)</p>	<p>Q2.1 With verbal prompting and encouragement, uses physical actions to identify the natural breaks in multisyllabic words (Example: Mimics an adult as the adult pats their lap for each syllable in the word ELEPHANT)</p> <p>Q2.2 With verbal prompting and encouragement, combines two words to make a compound word (Example: Picks up a pictures of a foot and a ball and combines the two words into the compound word football)</p> <p>Q2.3 With adult modeling and picture support, deletes a word from a compound word (Example: Is able to take away the word fish from the compound word starfish and produce just the word star)</p>	<p>Q3.1 With minimal verbal prompting, combines two words to make a compound word (Example: Picks up a pictures of a foot and a ball and combines the two words into the compound word football)</p> <p>Q3.2 With verbal prompting and encouragement, deletes a word from a compound word (Example: Is able to take away the word fish from the compound word starfish and produce just the word star)</p> <p>Q3.3 With adult modeling and support, combines syllables into words (Example: Combines the syllables 'sis' and 'ter' to make the word 'sister')</p> <p>Q3.4 With adult modeling and support, deletes a syllable from a multi-syllabic word (Example: Is able to take away the syllable 'pet' from the word 'trumpet' and produce just the word 'trump')</p>	<p>Q4.1 Consistently and accurately combines two words to make a compound word (Example: Picks up a pictures of a foot and a ball and combines the two words into the compound word football)</p> <p>Q4.2 Consistently and accurately deletes a word from a compound word (Example: Is able to take away the word fish from the compound word starfish and produce just the word star)</p> <p>Q4.3 With verbal prompting and encouragement, combines syllables into words (Example: Combines the syllables 'sis' and 'ter' to make the word 'sister')</p> <p>Q4.4 With verbal prompting and encouragement, deletes a syllable from a multi-syllabic word (Example: Is able to take away the syllable 'pet' from the word 'trumpet' and produce just the word 'trump')</p> <p>Q4.5 With adult modeling and support, combines onset and rime into words (Example: Is able to take 'b' and 'at' and make the word 'bat')</p>
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		3. Demonstrates awareness of print concepts	a. Shares an interest in books and print with others	<p>Q1.1 With verbal prompting and encouragement, shares books and print media with peers pointing out events, characters, or settings that are familiar/interesting/unique</p> <p>Q1.2 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>Q1.3 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>Q2.1 With minimal verbal prompting, shares books and print media with peers pointing out events, characters, or settings that are familiar/interesting/unique</p> <p>Q2.2 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-telling the story with accuracy</p> <p>Q2.3 With verbal prompting and encouragement, brings 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>Q3.1 With minimal verbal prompting, shares books and print media with peers pointing out events, characters, or settings that are familiar/interesting/unique</p> <p>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-telling the story with accuracy</p> <p>Q3.3 With verbal prompting and encouragement, brings 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>Q4.1 Regularly shares books and print media with peers pointing out events, characters, or settings that are familiar/interesting/unique</p> <p>Q4.2 With minimal verbal prompting, brings 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>
			b. Shows proficient book handling skills	<p>Q1.1 Identifies words/text independently from the picture</p> <p>Q2.2 With minimal physical cues, accurately moves a finger under simple text while the text is being read-aloud</p> <p>Q1.3 With minimal physical cues, accurately moves a finger under each word in the title of a book</p> <p>Q1.4 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>Q2.1 Identifies words/text independently from the picture</p> <p>Q2.2 Accurately moves a finger under simple text while the text is being read-aloud</p> <p>Q2.3 Accurately moves a finger under each word in the title of a book</p> <p>Q2.4 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>Q3.1 Identifies words/text independently from the picture</p> <p>Q3.2 Accurately moves a finger under text while the text is being read-aloud</p> <p>Q3.3 Accurately moves a finger under each word in the title of a book</p> <p>Q3.4 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>Q4.1 Accurately moves a finger under text while the text is being read-aloud and may attempt to read the words along with the adult</p> <p>Q4.2 Accurately moves a finger under each word in the title of a book and may attempt to read the title of the book along with the adult</p> <p>Q3.4 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>

			c. Recognizes and reads environmental print	<p>Q1.1 Consistently identifies own name in print</p> <p>Q1.2 Identifies the printed names of most classmates</p> <p>Q1.3 With verbal prompting and encouragement, utilizes symbol knowledge to read rebus stories or follow picture directions</p> <p>Q1.4 Asks an adult to label something in the classroom that is not yet labeled</p> <p>Q1.5 Attempt to make own labels using symbols or letter-like shapes</p>	<p>Q2.1 Begins to identify first and last name in print</p> <p>Q2.2 Identifies the printed names of the majority of classmates</p> <p>Q2.3 With minimal verbal prompting, utilizes symbol knowledge to read rebus stories or follow picture directions</p> <p>Q2.4 Asks an adult to label something in the classroom that is not yet labeled</p> <p>Q2.5 Makes own labels using symbols or letter-like shapes and may ask an adult for a model to copy from</p>	<p>Q3.1 Begins to identify first and last name in print</p> <p>Q3.2 With minimal verbal prompting, utilizes symbol knowledge to read rebus stories or follow picture directions</p> <p>Q3.3 Makes own labels using symbols or letter-like shapes and may ask an adult for a print model to copy from</p>	<p>Q4.1 Identifies first and last name in print</p> <p>Q4.2 Utilizes symbol knowledge to read rebus stories or follow picture directions</p> <p>Q4.3 Makes own labels using a string of letters and sometimes asks an adult for a print model to copy from</p>
		4. Demonstrates increasing knowledge of the alphabet	a. Recognizes and names some uppercase and lowercase letters of the alphabet with adult support	<p>Q1.1 Names the first letter of own name and when given a choice of 4 letters identifies the first letter of own name</p> <p>Q1.2 With verbal prompting and encouragement, recognizes and names the first letters of most peers' names</p>	<p>Q2.1 Names and identifies the first letter of own name and may name several other letters in own name</p> <p>Q2.2 With minimal verbal prompting, recognizes and names the first letters of the majority of peers' names</p> <p>Q2.3 With verbal prompting and encouragement, recognizes and names some uppercase and lowercase letters introduced during classroom activities</p>	<p>Q3.1 Names all the letters in own name and can identify a majority of letters in own name</p> <p>Q3.2 With minimal verbal prompting, recognizes and names the first letters of the majority of peers' names</p> <p>Q3.3 With verbal prompting and encouragement, recognizes and names some uppercase and lowercase letters introduced during classroom activities</p>	<p>Q4.1 Names and identifies all the letters in own name</p> <p>Q4.2 Recognizes and names the first letters of the majority of peers' names</p> <p>Q4.3 With verbal prompting and encouragement, recognizes and names some uppercase and lowercase letters introduced during classroom activities</p>
			b. Begins to associate letters with their letter sounds with adult support	<p>Q1.1 With adult support, begins to understand that letters represent letter sounds</p> <p>Q1.2 With adult support, begins to associate the letter sound with the first letter in their first name</p>	<p>Q2.1 With adult support, begins to associate the letter sound with the first letter in their first name</p> <p>Q2.2 With adult support, begins to associate the letter sound with the letters introduced during classroom activities</p>	<p>Q3.1 With verbal prompting and encouragement, associates the letter sound with the first letter in their first name</p> <p>Q3.2 With adult support, associates the letter sound with the letters introduced during classroom activities</p>	<p>Q4.1 With verbal prompting and encouragement, associates the letter sound with the first letter in their first name</p> <p>Q4.2 With adult support, associates the letter sound with the letters introduced during classroom activities</p>

D. Early Writing	1. Use writing for a variety of purposes	<p>a. Draws pictures, copies/writes letters, copies/writes numbers, or uses phonetic spelling to convey ideas, actions or objects</p>	<p>Q1.1 Traces letters, numbers, or shapes with increasing accuracy Q1.2 Attempts to write first name or some letters from first name Q1.3 Copies first name from a written model provided by an adult Q1.4 With minimal verbal prompting, adds details to drawings to more accurately convey ideas, actions or objects Q1.5 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>Q2.1 Traces letters, numbers, or shapes with accuracy Q2.2 Writes first name or some letters from first name with increasing accuracy Q2.3 Copies first name from a written model provided by an adult Q2.4 Regularly adds details to drawings to more accurately convey ideas, actions or objects Q2.5 Regularly 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>Q3.1 Traces letters, numbers, or shapes with accuracy Q3.2 Writes first name or the majority of letters from first name with increasing accuracy Q3.3 Accurately copies first name from a written model provided by an adult Q3.4 Regularly adds details to drawings to more accurately convey ideas, actions or objects Q3.5 Regularly 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 Writes first name or the majority of letters from first name with increasing accuracy Q4.2 Accurately copies first name and last name from a written model provided by an adult Q4.3 Regularly adds details to drawings to more accurately convey ideas, actions or objects Q4.4 Regularly 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</p>	<p>Q1.1 With minimal verbal prompting, utilizes a pincer grasp when using writing tools Q1.2 Generally uses different writing tools for different purposes</p>	<p>Q2.1 Utilizes a pincer grasp when using writing tools Q2.2 Uses different writing tools for different purposes</p>	<p>Q3.1 With minimal verbal prompting, adjusts pincer grasp to best utilize chosen writing tool Q3.2 Expresses personal reasons for utilizing different writing tools</p>	<p>Q4.1 With minimal verbal prompting, adjusts pincer grasp to best utilize chosen writing tool Q4.2 Expresses personal reasons for utilizing different writing tools</p>
		<p>c. Writes some letters of the alphabet and some numbers</p>	<p>Q1.1 Traces letters, numbers, or shapes with increasing accuracy Q1.2 Attempts to write first name or some letters from first name Q1.3 Copies first name from a written model provided by an adult</p>	<p>Q2.1 Traces letters, numbers, or shapes with accuracy Q2.2 Writes first name or some letters from first name with increasing accuracy Q2.3 Copies first name from a written model provided by an adult Q2.4 Copies numbers 0-5 from a written model provided by an adult Q2.5 Attempts to write numbers 0-5</p>	<p>Q3.1 Traces letters, numbers, or shapes with accuracy Q3.2 Writes first name or the majority of letters from first name with increasing accuracy Q3.3 Accurately copies first name from a written model provided by an adult Q3.4 Copies numbers 0-5 from a written model provided by an adult Q3.5 Writes numbers 0-5 with increasing accuracy</p>	<p>Q4.1 Writes first name or the majority of letters from first name with increasing accuracy Q4.2 Accurately copies first name and last name from a written model provided by an adult Q4.3 Copies numbers 6-10 from a written model provided by an adult Q4.4 Writes numbers 6-10 with increasing accuracy</p>
		<p>d. Begins to understand how punctuation and capitalization are used in written sentences</p>	<p>Q1.1 With adult modeling and support, points to where to begin reading Q1.2 With adult modeling and support, points to the capitol letters in simple sentences Q1.3 With adult modeling and support, points to the capitol letter in own name or peers' names</p>	<p>Q2.1 With verbal prompting and encouragement, points to where to begin reading Q2.2 With verbal prompting and encouragement, points to the capitol letters in simple sentences Q2.3 With verbal prompting and encouragement, points to the capitol letter in own name or peers' names</p>	<p>Q3.1 With minimal verbal prompting, points to where to begin reading Q3.2 With minimal verbal prompting, points to the capitol letters in simple sentences Q3.3 With minimal verbal prompting, points to the capitol letter in own name or peers' names</p>	<p>Q4.1 Regularly points to where to begin reading Q4.2 Regularly points to the capitol letters in simple sentences Q4.3 Regularly points to the capitol letter in own name or peers' names</p>

(CD-M) Cognitive Development- Mathematics	A. Number and Quantity	1. Organizes, represents, and builds knowledge of quantity and number	a. Subitizes up to 5 objects	Q1.1 Consistently and accurately subitizes up to 4 objects	Q2.1 With verbal prompting and encouragement, identifies that five objects are 5	Q3.1 Consistently and accurately subitizes up to 5 objects	Q4.1 Consistently and accurately subitizes several sets that contain between 1 and 5 objects
			b. Counts in a sequence beyond 20	Q1.1 With minimal verbal prompting, counts numbers in a sequence up to 10 Q1.2 With verbal prompting and encouragement, counts backward from 10 Q1.3 In a large group with an adult model, practices counting on (up to 10) from a given number in a large group	Q2.1 With minimal verbal prompting, counts numbers in a sequence up to 15 Q2.2 With minimal verbal prompting, counts backward from 10 Q2.3 In a large group with an adult model, practices counting on (up to 10) from a given number	Q3.1 With minimal verbal prompting, counts numbers in a sequence up to 20 Q3.2 Consistently and accurately counts backward from 10 Q3.3 With verbal prompting and encouragement, counts on (up to 10) from a given number Q3.4 In a large group with an adult model, responds with the last number counted to represent total quantity (cardinality)	Q4.1 Consistently and accurately counts numbers in a sequence up to 20 Q4.2 Consistently and accurately counts backward from 10 Q4.3 With minimal verbal prompting, counts on (up to 10) from a given number Q4.4 In a large group with an adult model, responds with the last number counted to represent total quantity (cardinality)
			c. Counts ten or more objects using one-to-one correspondence with adult support	Q1.1 Consistently and accurately counts up to five objects with one-to-one correspondence Q1.2 With minimal verbal prompting, uses one-to-one correspondence to match object sets with up to 5 objects	Q2.1 Consistently and accurately counts up to seven objects with one-to-one correspondence Q2.2 With minimal verbal prompting, uses one-to-one correspondence to match object sets with up to 7 objects	Q3.1 Consistently and accurately counts up to nine objects with one-to-one correspondence Q3.2 With minimal verbal prompting, uses one-to-one correspondence to match object sets with up to 9 objects	Q4.1 Consistently and accurately counts ten or more objects with one-to-one correspondence Q4.2 With minimal verbal prompting, uses one-to-one correspondence to match object sets of 10 or more objects
			d. Begins to match number symbols 0-20 to object sets with adult support	Q1.1 With adult modeling and support, identifies the number symbol that represents objects sets 3, 4, 5 Q1.2 May independently match the number symbol 0, 1, 2 with object sets Q1.3 May attempt to write or trace number symbols 0, 1, 2, 3, 4, 5	Q2.1 With adult modeling and support, identifies the number symbol that represents objects sets 6, 7, 8 Q2.2 With verbal prompting and encouragement, matches the number symbol 3, 4, 5 with object sets Q2.3 With verbal prompting and encouragement, attempts to write or trace number symbols 0, 1, 2, 3, 4, 5	Q3.1 With adult modeling and support, identifies the number symbol that represents objects sets 9, 10, 11, 12 Q3.2 With verbal prompting and encouragement, matches the number symbol 6, 7, 8 with object sets Q3.3 With verbal prompting and encouragement, attempts to write or trace number symbols 0, 1, 2, 3, 4, 5	Q4.1 With adult modeling and support, identifies the number symbol that represents objects sets 13, 14, 15, 16, 17, 18, 19, 20 Q4.2 With verbal prompting and encouragement, matches the number symbol 9, 10, 11, 12 with object sets Q4.3 With verbal prompting and encouragement, attempts to write or trace number symbols 6, 7, 8, 9, 10

		2. Manipulates, compares, and describes relationships using quantity and number	a. Identifies objects sets or picture sets as equal, more/greater than, and less than	Q1.1 With verbal prompting and encouragement, identifies the group that has more when given two sets of objects (up to 5) Q1.2 With verbal prompting and encouragement, identifies the group that has less when given two sets of objects (up to 5) Q1.3 Regularly identifies two sets of objects (up to 5) as equal or not equal	Q2.1 With minimal verbal prompting, identifies the group that has more when given two sets of objects (up to 5) Q2.2 With minimal verbal prompting, identifies the group that has less when given two sets of objects (up to 5) Q2.3 Consistently and accurately identifies two sets of objects (up to 5) as equal or not equal	Q3.1 With minimal verbal prompting, identifies the group that has more when given two sets of objects (up to 8) Q3.2 With minimal verbal prompting, identifies the group that has less when given two sets of objects (up to 8) Q3.3 Consistently and accurately identifies two sets of objects (up to 8) as equal or not equal	Q4.1 With minimal verbal prompting, identifies the group that has more when given two sets of objects (up to 10) Q4.2 With minimal verbal prompting, identifies the group that has less when given two sets of objects (up to 10) Q4.3 Consistently and accurately identifies two sets of objects (up to 10) as equal or not equal
			b. Adds to/combines and takes away from/separates object sets or picture sets	Q1.1 With minimal verbal prompting, adds to or takes away from a given group to make a set of 5 objects Q1.2 With verbal prompting and encouragement, creates a set equal to a given set (up to 5)	Q2.1 Consistently and accurately, adds to or takes away from a given group to make a set of 5 objects Q2.2 With minimal verbal prompting, creates a set equal to a given set (up to 5)	Q3.1 With verbal prompting and encouragement, adds to or takes away from a given group to make a set of 8 objects Q3.2 With minimal verbal prompting, creates a set equal to a given set (up to 8)	Q3.1 With verbal prompting and encouragement, adds to or takes away from a given group to make a set of 10 objects Q3.2 With minimal verbal prompting, creates a set equal to a given set (up to 10)
	B. Measurement and Comparison	1. Explores and communicates about distance, weight, length, height, and time	a. Compares objects using size, weight or speed (time)	Q1.1 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) Q1.2 With minimal verbal prompting, verbally labels two objects with the appropriate size words Q1.3 Begin to utilize more specific size words (small/medium/large, short/average/tall, light/normal/heavy)	Q2.1 Consistently and accurately uses size words appropriately when playing with classroom materials that have different attributes (long/short, tall/short, big/small, big/little) Q2.2 Consistently and accurately labels (verbally) two objects with the appropriate size words Q2.3 With verbal prompting and encouragement, utilizes more specific size words (small/medium/large, short/average/tall, light/normal/heavy)	Q3.1 Consistently and accurately uses weight words appropriately when playing with classroom materials that have different attributes (heavy/light, solid/weak) Q3.2 Consistently and accurately labels (verbally) two objects with the appropriate weight words Q3.3 With verbal prompting and encouragement, utilizes more specific weight words (light/normal/heavy)	Q4.1 Consistently and accurately uses speed(time) words appropriately when playing with classroom materials that have different attributes (slow/steady/fast) Q4.2 Consistently and accurately labels (verbally) two objects with the appropriate speed words Q4.3 With verbal prompting and encouragement, utilizes more specific speed words (slow/steady/rapid/quick)

			<p>b. Uses a variety of standard and non-standard tools to measure and compare distances, weights, lengths, and heights</p>	<p>Q1.1 Observes an adult as they use standard tools to measure objects in the learning environment Q1.2 Observes an adult as they use standard tools to measure length and/or distance Q1.3 With minimal verbal prompting, uses non-standard tools to accurately measure objects in the learning environment Q1.4 With minimal verbal prompting, uses non-standard tools to measure short distances</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 Consistently uses non-standard tools to accurately measure objects in the learning environment Q2.4 Consistently uses non-standard tools to measure short distances</p>	<p>Q3.1 With adult modeling and support, uses standard tools to measure objects in the learning environment AFTER they have been measured with a non-standard tool Q3.2 With adult modeling and support, uses standard tools to measure length and/or distance AFTER the length and/or distance has been measured with a non-standard tool Q3.3 Consistently uses non-standard tools to accurately measure objects in the learning environment Q3.4 Consistently uses non-standard tools to measure short distances Q3.5 May begin to use non-standard tools to explore and measure volume</p>	<p>Q4.1 With adult modeling and support, uses standard tools to measure objects in the learning environment AFTER they have been measured with a non-standard tool Q4.2 With adult modeling and support, uses standard tools to measure length and/or distance AFTER the length and/or distance has been measured with a non-standard tool Q4.3 Consistently uses non-standard tools to accurately measure objects in the learning environment Q4.4 Consistently uses non-standard tools to measure short distances Q4.5 With adult modeling and support, uses non-standard tools to measure volume</p>
			<p>c. Uses a variety of instruments to measure time and communicate about the passage of time with adult support</p>	<p>Q1.1 With verbal prompting and encouragement, identifies the difference between a day and a week Q1.2 With adult modeling and support, identifies the difference between a month and a year Q1.3 With verbal prompting and encouragement, identifies the difference between morning and afternoon Q1.4 With adult modeling and support, identifies the difference between an hour and a minute</p>	<p>Q2.1 With minimal verbal prompting, identifies the difference between a day and a week Q2.2 With verbal prompting and encouragement, identifies the difference between a month and a year (Example: Can point to a calendar and say it is one month and knows that all of the months together make a year.) Q2.3 With minimal verbal prompting, identifies the difference between morning and afternoon Q2.4 With verbal prompting and encouragement, identifies the difference between an hour and a minute (Example: The child says to an adult that they brushed their teeth for an hour. The adult helps the child understand that brushing their teeth takes a short amount of time so they likely brushed their teeth for a minute.)</p>	<p>Q3.1 With minimal verbal prompting, identifies the difference between a day and a week Q3.2 With verbal prompting and encouragement, identifies the difference between a month and a year (Example: Can point to a calendar and say it is one month and knows that all of the months together make a year.) Q3.3 With minimal verbal prompting, identifies the difference between morning and afternoon Q3.4 With verbal prompting and encouragement, identifies the difference between an hour and a minute (Example: The child says to an adult that they brushed their teeth for an hour. The adult helps the child understand that brushing their teeth takes a short amount of time so they likely brushed their teeth for a minute.)</p>	<p>Q4.1 Identifies the difference between a day and a week most of the time Q4.2 With minimal verbal prompting, identifies the difference between a month and a year (Example: Can point to a calendar and say it is one month and knows that all of the months together make a year.) Q4.3 Identifies the difference between morning and afternoon a majority of the time Q4.4 With minimal verbal prompting, identifies the difference between an hour and a minute (Example: The child says to an adult that they brushed their teeth for an hour. The adult helps the child understand that brushing their teeth takes a short amount of time so they likely brushed their teeth for a minute.)</p>

		2. Sorts, orders, classifies, and creates patterns	a. Identifies, duplicates, and extends increasingly more complex patterns	<p>Q1.1 Identifies simple patterns (AB) and with minimal verbal prompting predicts what comes next when the pattern is extended</p> <p>Q1.2 With adult modeling and support, duplicates a simple pattern (AB) from a physical and/or picture model</p>	<p>Q2.1 Identifies simple patterns (AB) and consistently predicts what comes next when the pattern is extended</p> <p>Q2.2 With verbal prompting and encouragement, duplicates a simple pattern (AB) from a physical and/or picture model</p>	<p>Q3.1 With minimal verbal prompting, duplicates a simple pattern (AB) from a physical and/or picture model</p> <p>Q3.2 With verbal prompting and encouragement, identifies increasingly more complex patterns (ABC, AAB, ABB, AABB)</p> <p>Q3.3 Relies on adult modeling and support to predict what comes next when the complex pattern (ABC, AAB, ABB, AABB) is extended</p> <p>Q3.4 With adult modeling and support, duplicates increasingly more complex patterns (ABC, AAB, ABB, AABB) from a physical and/or picture model</p>	<p>Q4.1 Duplicates a simple pattern (AB) from a physical and/or picture model</p> <p>Q4.2 With minimal verbal prompting, identifies increasingly more complex patterns (ABC, AAB, ABB, AABB)</p> <p>Q4.3 With verbal prompting and encouragement, predicts what comes next when the complex pattern (ABC, AAB, ABB, AABB) is extended</p> <p>Q4.4 With verbal prompting and encouragement, duplicates increasingly more complex patterns (ABC, AAB, ABB, AABB) from a physical and/or picture model</p>
			b. Creates own patterns	<p>Q1.1 With adult modeling and support, creates a unique pattern using physical movements (clap, slap, stomp, pat, etc.)</p>	<p>Q2.1 With verbal prompting and encouragement, creates a unique pattern using physical movements (clap, slap, stomp, pat, etc.)</p> <p>Q2.2 Attempts to create own patterns with pictures and/or objects but may not have a pattern with a consistent unit of repeat</p>	<p>Q3.1 With minimal verbal prompting, creates a unique pattern using physical movements (clap, slap, stomp, pat, etc.)</p> <p>Q3.2 With adult modeling and support, creates own simple patterns with pictures and/or objects</p> <p>Q3.3 With adult modeling and support, identifies own pattern unit (AB, ABC, AABB, etc.)</p>	<p>Q4.1 Creates a unique pattern using physical movements (clap, slap, stomp, pat, etc.)</p> <p>Q4.2 With verbal prompting and encouragement, creates own simple patterns with pictures and/or objects</p> <p>Q4.3 With verbal prompting and encouragement, identifies own pattern unit (AB, ABC, AABB, etc.)</p> <p>Q4.4 With verbal prompting and encouragement, may extend own pattern</p>
			c. Independently seriates objects (up to 6) and defines the criteria used to determine the order	<p>Q1.1 Consistently seriates 4 objects that have a moderate difference in length or size</p> <p>Q1.2 With minimal verbal prompting, seriates 4 objects that have a minimal difference in length or size</p> <p>Q1.3 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>	<p>Q2.1 Consistently seriates 4 objects that have a minimal difference in length or size</p> <p>Q2.2 Relies on an adult model to demonstrate how objects can be seriated in many ways (Example: heaviest to lightest, fastest to slowest, shades of color, best to worst, etc.)</p> <p>Q2.3 Relies on an adult explanation and prompting to define the criteria used to order/seriate objects</p>	<p>Q3.1 Consistently seriates 5 objects that have a minimal difference in length or size</p> <p>Q3.2 With verbal prompting and encouragement, seriates/orders a set of objects in a self-selected way (Example: heaviest to lightest, fastest to slowest, shades of color, best to worst, etc.)</p> <p>Q3.3 Relies on frequent adult prompting to define the self-selected criteria used to order/seriate objects</p>	<p>Q4.1 Consistently seriates 5 objects that have a minimal difference in length or size</p> <p>Q4.2 With verbal prompting and encouragement, seriates/orders a set of objects in a self-selected way (Example: heaviest to lightest, fastest to slowest, shades of color, best to worst, etc.)</p> <p>Q4.3 With verbal prompting and encouragement, defines the self-selected criteria used to order/seriate objects</p>

			d. Collects and displays data with adult support	<p>Q1.1 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>Q1.2 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>Q1.3 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>Q2.1 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>Q2.2 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>Q2.3 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>Q3.1 Sorts a medium to large 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 medium to large 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>Q3.4 With adult modeling and support, describes the classroom collected data (graph or tally marks) using the appropriate mathematical vocabulary</p>	<p>Q4.1 Sorts a medium to large 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 medium to large 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> <p>Q4.4 With adult modeling and support, describes the classroom collected data (graph or tally marks) using the appropriate mathematical vocabulary</p> <p>Q4.5 May attempt to create graphs or record tally marks when independently working with a collection of objects</p>
	C. Geometry and Spatial Thinking	1. Explores, recognizes, and describes spatial relationships between objects	a. Demonstrates an understanding of directionality, order, and position of people and/or objects by using appropriate directional language to indicate where things are located in the learning environment	<p>Q1.1 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>Q1.2 With minimal verbal prompting, identifies the positions of first and last</p> <p>Q1.3 May prompt an adult to identify additional positions (first/next/last, or first, second, third)</p>	<p>Q2.1 Consistently 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>Q2.2 Consistently identifies the positions of first and last</p> <p>Q2.3 With adult modeling and support, identifies additional ordinal positions for a line/row of objects (first/next/last, or first, second, third)</p>	<p>Q3.1 With adult modeling and support, can provide verbal directions to peers to move their 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 adult modeling and support, can provide verbal directions to peers to locate objects in the learning environment that are located in front of, behind, next to, on top of, under, above, below, beside, near or farther away from another person or object</p> <p>Q3.3 With verbal prompting and encouragement, identifies additional ordinal positions for a line/row of objects (first/next/last, or first, second, third)</p>	<p>Q4.1 With verbal prompting and encouragement, provides verbal directions to peers to move their 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 verbal prompting and encouragement, provides verbal directions to peers to locate objects in the learning environment that are located in front of, behind, next to, on top of, under, above, below, beside, near or farther away from another person or object</p> <p>Q4.3 With minimal verbal prompting, identifies additional ordinal positions for a line/row of objects (first/next/last, or first, second, third)</p>

		2. Explores, recognizes, and describes shapes and shape concepts	a. Recognizes and names a variety of two-dimensional shapes that may vary in size and/or orientation	<p>Q1.1 With minimal verbal prompting, identifies a triangle or things in the learning environment that are the shape of a triangle</p> <p>Q1.2 With minimal verbal prompting, identifies a rectangle or things in the learning environment that are the shape of a rectangle</p> <p>Q1.3 With minimal verbal prompting, identifies a rhombus or things in the learning environment that are the shape of a rhombus</p> <p>Q1.4 With minimal verbal prompting, identifies several irregular shapes or things in the learning environment that are irregular shapes</p>	<p>Q2.1 Consistently identifies a triangle or things in the learning environment that are the shape of a triangle</p> <p>Q2.2 Consistently identifies a rectangle or things in the learning environment that are the shape of a rectangle</p> <p>Q2.3 Consistently identifies a rhombus or things in the learning environment that are the shape of a rhombus</p> <p>Q2.4 Consistently identifies several irregular shapes or things in the learning environment that are irregular shapes (heart, star, etc.)</p>	<p>Q3.1 With verbal prompting and encouragement, identifies the triangle shape in any size or orientation</p> <p>Q3.2 With verbal prompting and encouragement, identifies the rectangle shape in any size or orientation</p> <p>Q3.3 With verbal prompting and encouragement, identifies the rhombus shape in any size or orientation</p> <p>Q3.4 With verbal prompting and encouragement, identifies the irregular shapes in any size or orientation</p>	<p>Q4.1 With minimal verbal prompting, identifies the triangle shape in any size or orientation</p> <p>Q4.2 With minimal verbal prompting, identifies the rectangle shape in any size or orientation</p> <p>Q4.3 With minimal verbal prompting, identifies the rhombus shape in any size or orientation</p> <p>Q4.4 With minimal verbal prompting, identifies the irregular shapes in any size or orientation</p>
			b. Recognizes and names a variety of three-dimensional shapes in the learning environment	<p>Q1.1 With adult modeling and support, practices identifying three-dimensional shapes commonly found in the learning environment (sphere, cube, cylinder)</p> <p>Q1.2 With adult modeling and support, identifies characteristics of three-dimensional shapes such as faces, edges, and vertices</p> <p>Q1.3 Explores three-dimensional shapes when creating structures</p>	<p>Q2.1 With verbal prompting and encouragement, identifies three-dimensional shapes commonly found in the learning environment (sphere, cube, cylinder)</p> <p>Q2.2 With verbal prompting and encouragement, identifies some characteristics of three-dimensional shapes such as faces, edges, and vertices</p> <p>Q2.3 Creates three-dimensional shapes using classroom materials (Example: Makes a cube out of linking bricks, makes a sphere from two bowls, makes a cylinder out of construction paper)</p>	<p>Q3.1 With verbal prompting and encouragement, identifies three-dimensional shapes commonly found in the learning environment (sphere, cube, cylinder)</p> <p>Q3.2 With verbal prompting and encouragement, identifies most characteristics of three-dimensional shapes such as faces, edges, and vertices</p> <p>Q3.3 Creates three-dimensional shapes using classroom materials (Example: Makes a cube out of linking bricks, makes a sphere from two bowls, makes a cylinder out of construction paper)</p>	<p>Q4.1 With minimal verbal prompting, identifies three-dimensional shapes commonly found in the learning environment (sphere, cube, cylinder)</p> <p>Q4.2 With minimal verbal prompting, identifies the characteristics of three-dimensional shapes such as faces, edges, and vertices</p> <p>Q4.3 Creates three-dimensional shapes using classroom materials (Example: Makes a cube out of linking bricks, makes a sphere from two bowls, makes a cylinder out of construction paper)</p>

			<p>c. Uses attributes of two-dimensional shapes and three-dimensional shapes to create new shapes</p>	<p>Q1.1 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) Q1.2 May attempt to draw basic shapes (square, triangle, rectangle, rhombus, circle) Q1.3 May attempt to trace irregular shapes (heart, star)</p>	<p>Q2.1 With verbal prompting and encouragement, demonstrates 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) Q2.2 Draws a loose representation of basic shapes (square, triangle, rectangle, rhombus, circle) Q2.3 With verbal prompting and encouragement, attempts to trace irregular shapes (heart, star)</p>	<p>Q3.1 With verbal prompting and encouragement, combines two or more shapes to make a new shape (Example: Two squares combine to make a rectangle, two triangles combine to make a rhombus) Q3.2 Draws a close approximation of basic shapes (square, triangle, rectangle, rhombus, circle), and with an adult model will refine the drawing to accurately represent the basic shape Q3.3 With verbal prompting and encouragement, trace irregular shapes (heart, star) with some accuracy</p>	<p>Q4.1 Regularly combines two or more shapes to make a new shape (Example: Two squares combine to make a rectangle, two triangles combine to make a rhombus) Q4.2 Accurately draws basic shapes (square, triangle, rectangle, rhombus, circle) Q4.3 Accurately traces irregular shapes (heart, star) and may independently draw a close approximation of irregular shapes</p>
(CD-S) Cognitive Development- Science	A. Scientific Skills and Methods	1. Demonstrates scientific inquiry skills and communicates scientific ideas clearly	<p>a. Uses the senses to observe, classify, and gain further understanding of objects/materials in the physical environment</p>	<p>Q1.1 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) Q1.2 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) Q1.3 With minimal verbal prompting, observes/explores in depth objects/materials of own choosing</p>	<p>Q2.1 With minimal verbal prompting, 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 a sound, smells the orange once it is cut open, tastes the orange) Q2.2 With minimal verbal prompting, 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 minimal verbal prompting, observes/explores in-depth objects/materials of own choosing</p>	<p>Q3.1 Regularly uses multiple senses to observe and explore in-depth, familiar objects and unfamiliar objects selected by an adult or self-selected Q3.2 Begins to develop an understanding that classifying objects/materials helps the observer gain additional understanding of the objects/materials Q3.3 With adult modeling and support, begins to develop an understanding of the many different ways to classify objects/materials (Example: The adult shows the child that objects and materials could be classified by taste like salty/sweet/sour or by properties such as things that sink or float)</p>	<p>Q4.1 Regularly uses multiple senses to observe and explore in-depth, familiar objects and unfamiliar objects selected by an adult or self-selected Q4.2 Continues to develop an understanding that classifying objects/materials helps the observer gain additional understanding of the objects/materials Q4.3 With verbal prompting and encouragement, begins to develop an understanding of the many different ways to classify objects/materials (Example: The adult shows the child that objects and materials could be classified by taste like salty/sweet/sour or by properties such as things that sink or float)</p>

			<p>b. Discusses observations about objects and events in the physical environment and with adult support, records observations through drawings and/or dictations</p>	<p>Q1.1 With verbal prompting and encouragement, pairs complete sentences and gestures to talk about the objects seen during observations Q1.2 With verbal prompting and encouragement, pairs complete sentences and gestures to talk about the events seen during observations Q1.3 Uses letters and letter-like symbols when recording observations Q1.4 With verbal prompting and encouragement, draws with some detail what is being observed during science inquiry Q1.5 With verbal prompting and encouragement, provides an adult with dictation for the drawn observation</p>	<p>Q2.1 With minimal verbal prompting, pairs complete sentences and gestures to talk about the objects seen during observations Q2.2 With minimal verbal prompting, pairs complete sentences and gestures to talk about the events seen during observations Q2.3 Uses letters and letter-like symbols when recording observations, or copy words to accompany observations Q2.4 With minimal verbal prompting, draws with some detail what is being observed during science inquiry Q2.5 With minimal verbal prompting, provides an adult with dictation for the drawn observation</p>	<p>Q3.1 With minimal verbal prompting, pairs complete sentences and gestures to talk about the objects seen during observations Q3.2 With minimal verbal prompting, pairs complete sentences and gestures to talk about the events seen during observations Q3.3 Uses letters and letter-like symbols when recording observations, or copy words to accompany observations Q3.4 With minimal verbal prompting, draws with some detail what is being observed during science inquiry Q3.5 With minimal verbal prompting, provides an adult with dictation for the drawn observation</p>	<p>Q4.1 Regularly pairs complete sentences and gestures to talk about the objects seen during observations Q4.2 Regularly pairs complete sentences and gestures to talk about the events seen during observations Q4.3 Uses letters and letter-like symbols when recording observations, or copy words to accompany observations Q4.4 With minimal verbal prompting, draws with increasing detail what is being observed during science inquiry Q4.5 With minimal verbal prompting, provides an adult with a multiple sentence dictation for the drawn observation</p>
			<p>c. Correctly uses a variety of scientific tools during experiments and observations</p>	<p>Q1.1 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>Q2.1 With minimal verbal prompting, 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>Q3.1 With minimal verbal prompting, 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) Q3.2 May give reminders to peers when they are not using the tools appropriately</p>	<p>Q4.1 Regularly 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) Q4.2 May give reminders to peers when they are not using the tools appropriately Q4.3 May request to use a scientific tool that isn't readily available if they believe that it would enhance the experiment or observation</p>

			d. Engages in scientific practices while conducting experiments with adult support	<p>Q1.1 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)</p> <p>Q1.2 With adult modeling and support, engages in the scientific practice of analyzing and interpreting data</p> <p>Q1.3 With adult modeling and support, engages in the scientific practice of constructing explanations</p> <p>Q1.4 With adult modeling and support, engages in the scientific practice of designing solutions</p>	<p>Q2.1 Regularly participates in a simple experiment (Example: Uses hot water and cold water to see which will melt an ice cube the fastest)</p> <p>Q2.2 With verbal prompting and encouragement, engages in the scientific practice of analyzing and interpreting data</p> <p>Q2.3 With verbal prompting and encouragement, engages in the scientific practice of constructing explanations (Example: The adult uses thinking questions to draw the student to a conclusion such as "Why would one egg float and another egg sink? Could there be something different about the two eggs?)</p> <p>Q2.4 With verbal prompting and encouragement, engages in the scientific practice of designing solutions (Example: The adult uses thinking questions to help the student come up with a solution to see the inside of a pumpkin without cutting off the top.)</p>	<p>Q3.1 Regularly participates in a simple experiment (Example: Uses hot water and cold water to see which will melt an ice cube the fastest)</p> <p>Q3.2 With verbal prompting and encouragement, engages in the scientific practice of analyzing and interpreting data</p> <p>Q3.3 With verbal prompting and encouragement, engages in the scientific practice of constructing explanations (Example: The adult uses thinking questions to draw the student to a conclusion such as "Why would one egg float and another egg sink? Could there be something different about the two eggs?)</p> <p>Q3.4 With verbal prompting and encouragement, engages in the scientific practice of designing solutions (Example: The adult uses thinking questions to help the student come up with a solution to see the inside of a pumpkin without cutting off the top.)</p>	<p>Q4.1 With adult modeling and support, participates in multi-step experiments or experiments that require long observation periods (Example: Student participates in an experiment that requires combining multiple ingredients in a specific order or student watches several seeds grow in different mediums over a period of weeks)</p> <p>Q4.2 With minimal verbal prompting, engages in the scientific practice of analyzing and interpreting data</p> <p>Q4.3 With minimal verbal prompting, engages in the scientific practice of constructing explanations (Example: The adult uses thinking questions to draw the student to a conclusion such as "Why would one egg float and another egg sink? Could there be something different about the two eggs?)</p> <p>Q4.4 With minimal verbal prompting, engages in the scientific practice of designing solutions (Example: The adult uses thinking questions to help the student come up with a solution to see the inside of a pumpkin without cutting off the top.)</p>
	B. Earth and Space Science	1. Demonstrate knowledge related to dynamic properties of the earth and sky	a. Investigates and describes the different states of water (water, ice, vapor)	<p>Q1.1 Develops an understanding that water has different states/phases (solid/ice, liquid/water, gas/vapor)</p> <p>Q1.2 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</p> <p>Q1.3 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>Q2.1 Continues to develop an understanding that water has different states/phases (solid/ice, liquid/water, gas/vapor)</p> <p>Q2.2 With minimal verbal prompting, explores water changing from a liquid state to a solid and from a solid state back to a liquid state</p> <p>Q2.3 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>Q3.1 With verbal prompting and encouragement, identifies different water states/phases (solid/ice, liquid/water, gas/vapor)</p> <p>Q3.2 With minimal verbal prompting, explores water changing from a liquid state to a solid and from a solid state back to a liquid state</p> <p>Q3.3 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>Q4.1 With minimal verbal prompting, identifies different water states/phases (solid/ice, liquid/water, gas/vapor)</p> <p>Q4.2 Explores water changing from a liquid state to a solid and from a solid state back to a liquid state without hesitation</p> <p>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. Investigates and describes the properties of mud, sand, soil, and rocks</p>	<p>Q1.1 Begins to develop an understanding that rocks are made up of different things and are created in nature different ways Q1.2 With adult modeling and support, observes and explores how weather changes mud, sand, soil and rocks over time</p>	<p>Q2.1 Continues to develop an understanding that rocks are made up of different things and are created in nature different ways Q2.2 With verbal prompting and encouragement, observes and explores how weather changes mud, sand, soil and rocks over time</p>	<p>Q3.1 Demonstrates an understanding that rocks are made up of different things and are created in nature different ways through explorations, conversations and drawings Q3.2 With minimal verbal prompting, observes and explores how weather changes mud, sand, soil and rocks over time</p>	<p>Q4.1 Demonstrates an understanding that rocks are made up of different things and are created in nature different ways through explorations, conversations and drawings Q4.2 With minimal verbal prompting, observes and explores how weather changes mud, sand, soil and rocks over time</p>
			<p>c. Compares daytime and nighttime cycles and begins to make observations of the seasonal changes of the sun, moon, and stars</p>	<p>Q1.1 Demonstrates through conversations and play the understanding that day and night are created by the rotation of the earth Q1.2 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>Q2.1 Demonstrates through conversations and play the understanding that day and night are created by the rotation of the earth Q2.2 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 Q2.3 Notices that the sun, moon and stars undergo seasonal changes when an adult points it out (Example: The adult points out a blue moon or a blood moon and notes the month or season, The adult points out the sun is later to rise during the winter months, The adult points out the different constellations that can be seen change with the seasons)</p>	<p>Q3.1 Demonstrates through conversations and play the understanding that day and night are created by the rotation of the earth Q3.2 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 Q3.3 Notices that the sun, moon and stars undergo seasonal changes when an adult points it out (Example: The adult points out a blue moon or a blood moon and notes the month or season, The adult points out the sun is later to rise during the winter months, The adult points out the different constellations that can be seen change with the seasons)</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 Q4.3 Notices that the sun, moon and stars undergo seasonal changes when an adult points it out (Example: The adult points out a blue moon or a blood moon and notes the month or season, The adult points out the sun is later to rise during the winter months, The adult points out the different constellations that can be seen change with the seasons) Q4.4 May bring up a seasonal observation of the sun, moon and stars during a group conversation (Example: Excitedly tells peers that the moon was orange in the sky on their way in to school)</p>
			<p>d. Observes and discusses the weather and associates different weather patterns with the seasons</p>	<p>Q1.1 With verbal prompting and encouragement, observes changes in the weather and predicts what weather may occur in the near future Q1.2 With verbal prompting and encouragement, identifies the current season of the year and the weather typically associated with that season</p>	<p>Q2.1 With minimal verbal prompting, observes changes in the weather and predicts what weather may occur in the near future Q2.2 With minimal verbal prompting, identifies the current season of the year and the weather typically associated with that season</p>	<p>Q3.1 With minimal verbal prompting, observes changes in the weather and predicts what weather may occur in the near future Q3.2 With minimal verbal prompting, identifies the current season of the year and the weather typically associated with that season</p>	<p>Q4.1 Observes changes in the weather and with some accuracy predicts what weather may occur in the near future Q4.2 Regularly identifies the current season of the year and states the weather typically associated with that season</p>

	C. Living Things	1. Demonstrates knowledge related to living things and their environments	a. Investigates, describes and compares a variety of plants and animals	<p>Q1.1 With verbal prompting and encouragement, closely examines (looks for unique features) a variety of plants and animals in the natural environment</p> <p>Q1.2 With verbal prompting and encouragement, compares and contrasts individual features of a variety of plants and animals in the natural environment</p>	<p>Q2.1 With minimal verbal prompting, closely examines (looks for unique features) a variety of plants and animals in the natural environment</p> <p>Q2.2 With minimal verbal prompting, compares and contrasts individual features of a variety of plants and animals in the natural environment</p>	<p>Q3.1 Closely examines (looks for unique features) a variety of plants and animals in the natural environment and begins to use descriptive language when talking about what is seen</p> <p>Q3.2 Compares and contrasts individual features of a variety of plants and animals in the natural environment</p>	<p>Q4.1 Closely examines (looks for unique features) a variety of plants and animals in the natural environment and begins to use descriptive language when talking about what is seen</p> <p>Q4.2 Compares and contrasts individual features of a variety of plants and animals in the natural environment</p>
			b. Describes the life cycles of a variety of living things	<p>Q1.1 Uses correct vocabulary when discussing plant and animal life cycles (seed, stem, flower, egg, metamorphosis, adult, etc.)</p> <p>Q1.2 Demonstrates a basic understanding of the life cycle of a plant through conversations and play</p> <p>Q1.3 Demonstrates a basic understanding of the life cycle of a spider through conversations and play</p> <p>Q1.4 Demonstrates a basic understanding of the life cycle of a few insects (ladybug, butterfly, beetle, etc.) through conversations and play</p> <p>Q1.5 Demonstrates a basic understanding of the life cycle of a few animals (frogs, chickens, humans, etc.) through conversations and play</p>	<p>Q2.1 Uses correct vocabulary when discussing plant and animal life cycles (seed, stem, flower, egg, metamorphosis, adult, etc.)</p> <p>Q2.2 With adult modeling and prompting, begins to ask questions about the life cycle of a plant to deepen understanding of each phase of the life cycle</p> <p>Q2.3 With adult modeling and prompting, begins to ask questions about the life cycle of a spider to deepen understanding of each phase of the life cycle</p> <p>Q2.4 With adult modeling and prompting, begins to ask questions about the life cycle of a few insects (ladybug, butterfly, beetle, etc.) to deepen understanding of each phase of the life cycle</p> <p>Q2.5 With adult modeling and prompting, begins to ask questions about the life cycle of a few animals (frogs, chickens, humans, etc.) to deepen understanding of each phase of the life cycle</p>	<p>Q3.1 Uses correct vocabulary when discussing plant and animal life cycles (seed, stem, flower, egg, metamorphosis, adult, etc.)</p> <p>Q3.2 With adult modeling and prompting, begins to ask questions about the life cycle of a plant to deepen understanding of each phase of the life cycle</p> <p>Q3.3 With adult modeling and prompting, begins to ask questions about the life cycle of a spider to deepen understanding of each phase of the life cycle</p> <p>Q3.4 With adult modeling and prompting, begins to ask questions about the life cycle of a few insects (ladybug, butterfly, beetle, etc.) to deepen understanding of each phase of the life cycle</p> <p>Q3.5 With adult modeling and prompting, begins to ask questions about the life cycle of a few animals (frogs, chickens, humans, etc.) to deepen understanding of each phase of the life cycle</p>	<p>Q4.1 Consistently uses correct vocabulary when discussing plant and animal life cycles (seed, stem, flower, egg, metamorphosis, adult, etc.)</p> <p>Q4.2 With verbal prompting and encouragement, asks questions about the life cycle of a plant to deepen understanding of each phase of the life cycle</p> <p>Q4.3 With verbal prompting and encouragement, asks questions about the life cycle of a spider to deepen understanding of each phase of the life cycle</p> <p>Q4.4 With verbal prompting and encouragement, asks questions about the life cycle of a few insects (ladybug, butterfly, beetle, etc.) to deepen understanding of each phase of the life cycle</p> <p>Q4.5 With verbal prompting and encouragement, asks questions about the life cycle of a few animals (frogs, chickens, humans, etc.) to deepen understanding of each phase of the life cycle</p>

			<p>c. Identifies and describes the habitats for a variety of animals and begins to categorize the elements of a habitat as living or nonliving</p>	<p>Q1.1 With verbal prompting and encouragement, matches animals to their appropriate habitat</p> <p>Q1.2 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>Q2.1 With minimal verbal prompting, matches animals to their appropriate habitat</p> <p>Q2.2 With verbal prompting and encouragement, 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>Q3.1 Matches animals to their appropriate habitat with accuracy</p> <p>Q3.2 With minimal verbal prompting, 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>Q4.1 Matches an increasing number and variety of animals to their appropriate habitat with accuracy</p> <p>Q4.2 With verbal prompting and encouragement, identifies the majority of elements of habitat (food, water, shelter, space) for a wide variety of 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 many body parts</p>	<p>Q1.1 Independently identifies some body parts commonly found in books and songs (head, brain, back, spine, heart, lungs, knees, thumbs, elbows, feet, etc.)</p> <p>Q1.2 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>	<p>Q2.1 With verbal prompting and encouragement, identifies an increasing number of body parts</p> <p>Q2.2 With minimal verbal prompting, 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>	<p>Q3.1 With verbal prompting and encouragement, identifies an increasing number of body parts and may start to name some body systems</p> <p>Q3.2 Consistently 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>	<p>Q4.1 With verbal prompting and encouragement, identifies an increasing number of body parts and may start to name some body systems</p> <p>Q4.2 Consistently 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 and describes different types of motion and speed	<p>Q1.1 Begins to try different ideas to vary the motion or speed of an object</p> <p>Q1.2 With adult modeling and support, utilizes learned vocabulary to describe varied rates of speed</p> <p>Q1.3 with adult modeling and support, utilizes learned vocabulary to compare objects moving at varied rates of speed</p> <p>Q1.4 With adult modeling and support, utilizes learned vocabulary to describe a variety of movements (motion)</p> <p>Q1.5 With adult modeling and support, utilizes learned vocabulary to compare movements of objects</p>	<p>Q2.1 Continues to trial different ideas to vary the motion or speed of an object</p> <p>Q2.2 With verbal prompting and encouragement, utilizes learned vocabulary to describe varied rates of speed</p> <p>Q2.3 With verbal prompting and encouragement, utilizes learned vocabulary to compare objects moving at varied rates of speed</p> <p>Q2.4 With verbal prompting and encouragement, utilizes learned vocabulary to describe a variety of movements (motion)</p> <p>Q2.5 With verbal prompting and encouragement, utilizes learned vocabulary to compare movements of objects</p>	<p>Q3.1 Uses prior knowledge to expand creativity while working to vary the motion or speed of an object</p> <p>Q3.2 With minimal verbal prompting, utilizes learned vocabulary to describe varied rates of speed</p> <p>Q3.3 With minimal verbal prompting, utilizes learned vocabulary to compare objects moving at varied rates of speed</p> <p>Q3.4 With minimal verbal prompting, utilizes learned vocabulary to describe a variety of movements (motion)</p> <p>Q3.5 With minimal verbal prompting, utilizes learned vocabulary to compare movements of objects</p>	<p>Q4.1 Uses prior knowledge to expand creativity while working to vary the motion or speed of an object</p> <p>Q4.2 Consistently and accurately utilizes learned vocabulary to describe varied rates of speed</p> <p>Q4.3 Consistently and accurately utilizes learned vocabulary to compare objects moving at varied rates of speed</p> <p>Q4.4 Consistently and accurately utilizes learned vocabulary to describe a variety of movements (motion)</p> <p>Q4.5 Consistently and accurately utilizes learned vocabulary to compare movements of objects</p>
			b. Identifies and describes basic properties and states of matter	<p>Q1.1 Demonstrates an understanding of some basic states of matter (solid, liquid, gas) through conversation and play</p> <p>Q1.2 With minimal verbal prompting, identifies the state of matter for familiar and unfamiliar classroom objects/materials</p> <p>Q1.3 With adult modeling and support, explores combining materials in different states of matter</p>	<p>Q2.1 Consistently and accurately identifies the state of matter for familiar and unfamiliar classroom objects/materials</p> <p>Q2.2 With verbal prompting and encouragement, explores combining materials in different states of matter</p> <p>Q2.3 With adult modeling and support, uses words and actions to describe the states of matter for the materials used in explorations</p>	<p>Q3.1 Consistently and accurately identifies the state of matter for familiar and unfamiliar classroom objects/materials</p> <p>Q3.2 With minimal verbal prompting, explores combining materials in different states of matter</p> <p>Q3.3 With adult modeling and support, uses words and actions to describe the states of matter for the materials used in explorations</p>	<p>Q4.1 Consistently and accurately identifies the state of matter for familiar and unfamiliar classroom objects/materials</p> <p>Q4.2 Regularly explores combining materials in different states of matter</p> <p>Q4.3 With verbal prompting and encouragement, uses words and actions to describe the states of matter for the materials used in explorations</p>

			<p>c. Explores and describes the properties and characteristics of energy (light, heat, electricity) with adult support</p>	<p>Q1.1 With minimal verbal prompting, explores different properties and characteristics of light Q1.2 Asks an adult to demonstrate/explore their questions about heat (natural: sun, fire or man-made: oven/stove, heater) Q1.3 Asks an adult to demonstrate/explore their questions about electricity (static, lightning, battery, outlet) Q1.4 With verbal prompting and encouragement, uses learned vocabulary to talk about the properties of light (bright, dim, shadow, transparent, reflect, refract, speed, wave, etc.) Q1.5 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>Q2.1 Regularly explores different properties and characteristics of light Q2.2 With adult modeling and support, safely explores different properties and characteristics of heat (natural: sun, fire or man-made: oven/stove, heater) Q2.3 With adult modeling and support, safely explores different properties and characteristics of electricity (static, lightning, battery, outlet) Q2.4 With minimal verbal prompting, uses learned vocabulary to talk about the properties of light (bright, dim, shadow, transparent, reflect, refract, speed, wave, etc.) Q2.5 With minimal verbal prompting, uses learned vocabulary to talk about the properties of heat (transfer, temperature, hot, warm, radiate, etc.) Q2.6 With minimal verbal prompting, uses learned vocabulary to talk about the properties of electricity (circuit, volt, shock, switch, charge, conduct, etc.)</p>	<p>Q3.1 Uses prior knowledge to expand creativity while exploring the different properties and characteristics of light Q3.2 With adult modeling and support, safely explores different properties and characteristics of heat (natural: sun, fire or man-made: oven/stove, heater) Q3.3 With adult modeling and support, safely explores different properties and characteristics of electricity (static, lightning, battery, outlet) Q3.4 With minimal verbal prompting, uses learned vocabulary to talk about the properties of light (bright, dim, shadow, transparent, reflect, refract, speed, wave, etc.) Q3.5 With minimal verbal prompting, uses learned vocabulary to talk about the properties of heat (transfer, temperature, hot, warm, radiate, etc.) Q3.6 With minimal verbal prompting, uses learned vocabulary to talk about the properties of electricity (circuit, volt, shock, switch, charge, conduct, etc.)</p>	<p>Q4.1 Uses prior knowledge to expand creativity while exploring the different properties and characteristics of light Q4.2 With adult modeling and support, safely explores different properties and characteristics of heat (natural: sun, fire or man-made: oven/stove, heater) Q4.3 With adult modeling and support, safely explores different properties and characteristics of electricity (static, lightning, battery, outlet) Q4.4 Consistently and accurately uses learned vocabulary to talk about the properties of light (bright, dim, shadow, transparent, reflect, refract, speed, wave, etc.) Q4.5 Consistently and accurately uses learned vocabulary to talk about the properties of heat (transfer, temperature, hot, warm, radiate, etc.) Q4.6 Consistently and accurately uses learned vocabulary to talk about the properties of electricity (circuit, volt, shock, switch, charge, conduct, etc.)</p>
			<p>d. Explores and describes the properties and characteristics of sound (pitch, volume, tone) with adult support</p>	<p>Q1.1 With verbal prompting and encouragement, explores the different properties and characteristics of sound (pitch, volume, tone) Q1.2 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>Q2.1 With minimal verbal prompting, explores the different properties and characteristics of sound (pitch, volume, tone) Q2.2 With minimal verbal prompting, uses learned vocabulary to talk about the properties of sound (wavelength, low pitch, high pitch, speed: fast/slow, loud, soft, etc.)</p>	<p>Q3.1 With minimal verbal prompting, explores the different properties and characteristics of sound (pitch, volume, tone) Q3.2 With minimal verbal prompting, 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 Independently explores the different properties and characteristics of sound (pitch, volume, tone) Q4.2 Accurately 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)	<p>Q1.1 Notices harmful things in the immediate environment (classroom, playground, parking lot, etc.) and attempts to address the problem on their own</p> <p>Q1.2 With minimal verbal prompting, offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment</p>	<p>Q2.1 Notices harmful things in the immediate environment (classroom, playground, parking lot, etc.) and addresses the problem on their own with some success</p> <p>Q2.2 Regularly offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment</p>	<p>Q3.1 Notices harmful things in the immediate environment (classroom, playground, parking lot, etc.) and addresses the problem on their own or recruits peers for assistance</p> <p>Q3.2 Regularly offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment</p>	<p>Q4.1 Notices harmful things in the immediate environment (classroom, playground, parking lot, etc.) and addresses the problem on their own or recruits peers for assistance</p> <p>Q4.2 Regularly offers potential solutions to address the harmful things (pick up trash, reuse or recycle common plastic items) in the environment</p>
			b. Demonstrates understanding of sustainability practices	<p>Q1.1 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)</p> <p>Q1.2 Participates in shared reading experiences about the Earth</p> <p>Q1.3 Asks increasingly more complex questions about the Earth</p> <p>Q1.4 Answers increasingly more complex questions about the Earth</p>	<p>Q2.1 Regularly 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)</p> <p>Q2.2 Participates in shared reading experiences about the Earth</p> <p>Q2.3 Asks increasingly more complex questions about the Earth</p> <p>Q2.4 Answers increasingly more complex questions about the Earth</p>	<p>Q3.1 Begins to demonstrate understanding of the positive impact that sustainability practices have on the Earth's environment</p> <p>Q3.2 Begins to state the consequences that poor sustainability practices have on the Earth's environment</p> <p>Q3.3 Participates in shared reading experiences about the Earth</p> <p>Q3.4 Asks increasingly more complex questions about the Earth</p> <p>Q3.5 Answers increasingly more complex questions about the Earth</p>	<p>Q4.1 Continues to demonstrate understanding of the positive impact that sustainability practices have on the Earth's environment</p> <p>Q4.2 Continues to state the consequences that poor sustainability practices have on the Earth's environment</p> <p>Q4.3 Participates in shared reading experiences about the Earth</p> <p>Q4.4 Asks increasingly more complex questions about the Earth</p> <p>Q4.5 Answers increasingly more complex questions about the Earth</p>

(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. Describes their family structures and family roles	<p>Q1.1 Uses the correct vocabulary to talk about immediate family</p> <p>Q1.2 Uses the correct vocabulary to talk about family practices (traditions, celebrations, holidays, songs, food, language) experienced with immediate and extended family</p> <p>Q1.3 With minimal verbal prompting, describes and/or draws 'siblings' with some accuracy in a family portrait or identifies self as having 'no siblings'</p> <p>Q1.4 With minimal verbal prompting, correctly refers to extended family (aunts, uncles, cousins, grandparents) during conversations and play</p> <p>Q1.5 Begins to identify similarities and differences between people of different generations (grandparents > parents > kids > babies)</p> <p>Q1.6 Begins to take on the role of someone from a different generation (grandma/grandpa, baby, great aunt/uncle, etc.) during dramatic play/pretend play</p>	<p>Q2.1 Describes and/or draws 'siblings' with some accuracy in a family portrait or identifies self as having 'no siblings'</p> <p>Q2.2 Correctly refers to extended family (aunts, uncles, cousins, grandparents) during conversations and play</p> <p>Q2.3 With adult modeling and support, identifies similarities and differences between people of different generations (grandparents > parents > kids > babies)</p> <p>Q2.4 With adult modeling and support, takes on the role of someone from a different generation (grandma/grandpa, baby, great aunt/uncle, etc.) during dramatic play/pretend play</p>	<p>Q3.1 With verbal prompting and encouragement, describes and/or draws extended family (aunts, uncles, cousins, grandparents)</p> <p>Q3.2 With verbal prompting and encouragement, identifies similarities and differences between people of different generations (grandparents > parents > kids > babies)</p> <p>Q3.3 With verbal prompting and encouragement, takes on the role of someone from a different generation (grandma/grandpa, baby, great aunt/uncle, etc.) during dramatic play/pretend play</p>	<p>Q4.1 With verbal prompting and encouragement, describes and/or draws extended family (aunts, uncles, cousins, grandparents)</p> <p>Q4.2 With minimal verbal prompting, identifies similarities and differences between people of different generations (grandparents > parents > kids > babies)</p> <p>Q4.3 With minimal verbal prompting, takes on the role of someone from a different generation (grandma/grandpa, baby, great aunt/uncle, etc.) during dramatic play/pretend play</p>
			b. Identifies and describes similarities and differences between self and others (including peers)	<p>Q1.1 With verbal prompting and encouragement, identifies own unique abilities</p> <p>Q1.2 With verbal prompting and encouragement, identifies the unique abilities of peers</p> <p>Q1.3 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.)</p> <p>Q1.4 With adult modeling and support, begins to explore events/situations from another's perspective</p>	<p>Q2.1 With minimal verbal prompting, identifies own unique abilities</p> <p>Q2.2 With minimal verbal prompting, identifies the unique abilities of peers</p> <p>Q2.3 With adult modeling and support, continues 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.)</p> <p>Q2.4 With adult modeling and support, continues to explore events/situations from another's perspective</p>	<p>Q3.1 Regularly identifies own unique abilities</p> <p>Q3.2 Regularly identifies the unique abilities of peers</p> <p>Q3.3 Shows an appreciation for the cultural and linguistic differences among peers (Example: learning different words for the same object, including all peers in play, etc.) during conversations and play</p> <p>Q3.4 Explore events/situations from another's perspective during conversations and play</p>	<p>Q4.1 Regularly identifies own unique abilities and may begin to identify newly mastered abilities</p> <p>Q4.2 Regularly identifies the unique abilities of peers and may begin to identify peers' newly mastered abilities</p> <p>Q4.3 Shows an appreciation for the cultural and linguistic differences among peers (Example: learning different words for the same object, including all peers in play, etc.) during conversations and play</p> <p>Q4.4 Explore events/situations from another's perspective during conversations and play</p>

			<p>c. Describes diverse customs and cultural celebrations experienced in the home, classroom, or community</p>	<p>Q1.1 With verbal prompting and encouragement, ask questions to further their understanding of cultural differences in language, clothing, food, etc. Q4.2 With verbal prompting and encouragement, explores cultural traditions and/or holidays during dramatic play/pretend play</p>	<p>Q2.1 With minimal verbal prompting, asks questions to further their understanding of cultural differences in language, clothing, food, etc. Q2.2 With minimal verbal prompting, explores cultural traditions and/or holidays during dramatic play/pretend play</p>	<p>Q3.1 With minimal verbal prompting, asks questions to further their understanding of cultural differences in language, clothing, food, etc. Q3.2 With minimal verbal prompting, explores cultural traditions and/or holidays during dramatic play/pretend play</p>	<p>Q4.1 Regularly asks questions to further their understanding of cultural differences in language, clothing, food, etc. Q4.2 Regularly explores cultural traditions and/or holidays during dramatic play/pretend play</p>
	B. People and Community	1. Demonstrates an understanding of the classroom community	<p>a. Independently follows classroom/school/community rules and routines</p>	<p>Q1.1 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.) Q1.2 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>Q2.1 With minimal verbal prompting, takes care of shared school and community spaces (notifies an adult when finding broken equipment in a park, notifies an adult when noticing a lost item in the store parking lot, etc.) Q2.2 With minimal verbal prompting, 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>Q3.1 Consistently takes care of shared school and community spaces (notifies an adult when finding broken equipment in a park, notifies an adult when noticing a lost item in the store parking lot, etc.) Q3.2 Consistently 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>Q4.1 Consistently takes care of shared school and community spaces (notifies an adult when finding broken equipment in a park, notifies an adult when noticing a lost item in the store parking lot, etc.) Q4.2 Consistently 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. Independently follows established group norms and displays appropriate social behaviors</p>	<p>Q1.1 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 Q1.2 Displays appropriate social behaviors with frequent verbal prompting Q1.3 Identifies own inappropriate social behaviors with frequent verbal prompting Q1.4 May prompt peers when group norms are not followed Q1.5 May correct peers when inappropriate social behaviors are being displayed</p>	<p>Q2.1 Consistently states all established group norms (getting along, showing respect for peer's ideas, using quiet voices, participating, staying with the group, etc.) Q2.2 Displays appropriate social behaviors with minimal verbal prompting Q2.3 Identifies own inappropriate social behaviors with minimal verbal prompting Q2.4 Begins to prompt peers when group norms are not followed after an adult repeats the expected norms several times Q2.5 Begins to correct peers when inappropriate social behaviors are being displayed after an adult repeats the expected social behaviors several times</p>	<p>Q3.1 Consistently states and follows all established group norms (getting along, showing respect for peer's ideas, using quiet voices, participating, staying with the group, etc.) Q3.2 Displays appropriate social behaviors with minimal verbal prompting Q3.3 Identifies own inappropriate social behaviors with minimal verbal prompting Q3.4 Begins to prompt peers when group norms are not followed after an adult repeats the expected norms several times Q3.5 Begins to correct peers when inappropriate social behaviors are being displayed after an adult repeats the expected social behaviors several times</p>	<p>Q4.1 Consistently follows all established group norms (getting along, showing respect for peer's ideas, using quiet voices, participating, staying with the group, etc.) Q4.2 Suggests additional group norms to address areas concern or frustrations with peers' behaviors Q4.3 Consistently displays appropriate social behaviors Q4.4 Prompts peers when group norms are not followed after an adult repeats the expected norms several times Q4.5 Corrects peers when inappropriate social behaviors are being displayed after an adult repeats the expected social behaviors several times</p>
			<p>c. Develops an understanding of personal responsibility and equity (fairness) through conversations, books, stories, and songs</p>	<p>Q1.1 Participates in role-playing scenarios focused on responsibility and equity Q1.2 With verbal prompting and encouragement, shares personal stories, thoughts or feelings following the role-playing scenarios</p>	<p>Q2.1 Participates in shared reading experiences focused on responsibility and equity Q2.2 With verbal prompting and encouragement, connects personal stories, thoughts or feelings to the shared reading experiences Q2.3 With adult modeling and support, begins to ask questions about personal responsibility and equity Q2.4 With adult modeling and support, begins to answer questions about personal responsibility and equity</p>	<p>Q3.1 Participates in shared reading experiences and role-playing scenarios focused on responsibility and equity Q3.2 With minimal verbal prompting, connects personal stories, thoughts or feelings to the shared reading experiences Q3.3 With verbal prompting and encouragement, asks questions about personal responsibility and equity Q3.4 With verbal prompting and encouragement, answers questions about personal responsibility and equity</p>	<p>Q4.1 Participates in shared reading experiences and role-playing scenarios focused on responsibility and equity Q4.2 With minimal verbal prompting, connects personal stories, thoughts or feelings to the shared reading experiences Q4.3 With verbal prompting and encouragement, asks questions about personal responsibility and equity Q4.4 With verbal prompting and encouragement, answers questions about personal responsibility and equity</p>

		2. Develops an awareness of the rights and responsibilities of citizens in a community (citizenship)	a. Contributes to the classroom community by completing classroom jobs	<p>Q1.1 With minimal verbal prompting, completes the duties associated with the assigned or chosen classroom job</p> <p>Q1.2 With adult modeling and support, explains how each classroom job contributes to the classroom community</p>	<p>Q2.1 Consistently completes the duties associated with the assigned or chosen classroom job</p> <p>Q2.2 With verbal prompting and encouragement, explains how each classroom job contributes to the classroom community</p>	<p>Q3.1 Consistently completes the duties associated with the assigned or chosen classroom job</p> <p>Q3.2 With minimal verbal prompting, explains how each classroom job contributes to the classroom community</p>	<p>Q4.1 Consistently completes the duties associated with the assigned or chosen classroom job</p> <p>Q4.2 Suggests additional classroom jobs to address temporary or short term classroom needs</p> <p>Q4.3 Consistently reminds adults and peers, how each classroom job contributes to the classroom community</p>
			b. Contributes to the development of new classroom rules	<p>Q1.1 With minimal verbal prompting and redirection, follows newly created or modified classroom/school/community rules and routines</p> <p>Q1.2 With verbal prompting and encouragement, reminds peers about the reasoning behind established rules and routines</p> <p>Q1.3 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>Q2.1 Consistently follows newly created or modified classroom/school/community rules and routines</p> <p>Q2.2 With minimal verbal prompting, reminds peers about the reasoning behind established rules and routines</p> <p>Q2.3 With minimal verbal prompting, offers suggestions for identified recurring 'problems' in the learning environment (Example: Notices that the sand in the sand table is disappearing and suggests that a broom and a dust pan be put nearby to sweep up the sand and put it back)</p>	<p>Q3.1 Consistently follows classroom/school/community rules and routines even if they are new or recently modified</p> <p>Q3.2 Regularly reminds peers about the reasoning behind established rules and routines</p> <p>Q3.3 Regularly offers suggestions for identified recurring 'problems' in the learning environment</p>	<p>Q4.1 Consistently follows classroom/school/community rules and routines even if they are new or recently modified</p> <p>Q4.2 Regularly reminds peers about the reasoning behind established rules and routines</p> <p>Q4.3 Regularly offers suggestions for identified recurring 'problems' in the learning environment</p>
			c. Participates in simple voting activities	<p>Q1.1 With verbal prompting and encouragement, selects a single choice when asked to pick from three or more choices</p> <p>Q1.2 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>Q2.1 With minimal verbal prompting, selects a single choice when asked to pick from three or more choices</p> <p>Q2.2 Participates in group voting experiences guided by an adult (Example: Adult asks each child to put a sticky note on the cover of the book they would like to hear for the daily read aloud.)</p>	<p>Q3.1 With minimal verbal prompting, selects a single choice when asked to pick from three or more choices</p> <p>Q3.2 Participates in group voting experiences guided by an adult (Example: Adult asks each child to put a sticky note on the cover of the book they would like to hear for the daily read aloud.)</p>	<p>Q4.1 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 each child to put a sticky note on the cover of the book they would like to hear for the daily read aloud.)</p>

			<p>d. Begins to identify the symbols that citizens associate with their respective communities</p>	<p>Q1.1 Develops an understanding that citizens and communities use symbols to represent their communities (flags, songs, pledges, animals, gems, flowers, landmarks, etc.) Q1.2 Explores and discusses pictures or objects that are typically associated with being a citizen in a respective community (Example: Selects picture of the country's flag, Identifies state flower, Recites the morning pledge, etc.)</p>	<p>Q2.1 Demonstrates understanding through conversations and play, that citizens and communities use symbols to represent their communities (flags, songs, pledges, animals, gems, flowers, landmarks, etc.) Q2.2 Continues to explore and discuss an increasing number and variety of pictures or objects that are typically associated with being a citizen in a respective community (Example: Selects picture of the country's flag, Identifies state flower, Recites the morning pledge, etc.)</p>	<p>Q3.1 Demonstrates understanding through conversations and play, that citizens and communities use symbols to represent their communities (flags, songs, pledges, animals, gems, flowers, landmarks, etc.) Q3.2 Identifies with some accuracy pictures or objects and the respective community they are associated with (Example: Selects picture of the country's flag, Identifies state flower, Recites the morning pledge, etc.)</p>	<p>Q4.1 Demonstrates understanding through conversations and play, that citizens and communities use symbols to represent their communities (flags, songs, pledges, animals, gems, flowers, landmarks, etc.) Q4.2 Consistently identifies pictures or objects and the respective community they are associated with (Example: Selects picture of the country's flag, Identifies state flower, Recites the morning pledge, etc.)</p>
		3. Demonstrate an awareness of geography in their community	<p>a. Creates simple representations of their community which include important aspects of their community (roads, buildings, trees, bodies of water, etc.)</p>	<p>Q1.1 Regularly recognizes familiar aspects of their community (roads, buildings, trees, bodies of water, etc.) Q1.2 Describes aspects of their community (roads, buildings, trees, bodies of water, etc.) using correct vocabulary Q1.3 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>Q2.1 With adult modeling and support, draws simple representations of structures or landmarks in the community Q2.2 With adult modeling and support, constructs simple representations of structures or landmarks in the community Q2.3 Begins to develop an understanding that maps are one way to show representations of communities</p>	<p>Q3.1 With verbal prompting and encouragement, draws simple representations of structures or landmarks in the community Q3.2 With verbal prompting and encouragement, constructs simple representations of structures or landmarks in the community Q3.3 Continues to develop an understanding that maps are one way to show representations of communities</p>	<p>Q4.1 With minimal verbal prompting, draws simple representations of structures or landmarks in the community Q4.2 With minimal verbal prompting, constructs simple representations of structures or landmarks in the community Q4.3 Begins to work with peers to draw and/or construct a 'map' of their community</p>

			<p>b. Identifies the locations of familiar people and/or objects</p> <p>Q1.1 With adult modeling and support, uses maps and globes to identify places mentioned in stories or songs</p> <p>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)</p> <p>Q1.3 With verbal prompting and encouragement, identifies the town, city, neighborhood, or street where they live or go to school</p> <p>Q1.4 Creates representations of familiar locations during construction play with some prompting from an adult</p>	<p>Q2.1 With verbal prompting and encouragement, uses maps and globes to identify places mentioned in stories or songs</p> <p>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)</p> <p>Q2.3 With minimal verbal prompting, identifies the town, city, neighborhood, or street where they live or go to school</p> <p>Q2.4 Creates increasingly more accurate representations of familiar locations during construction play with some prompting from an adult</p>	<p>Q3.1 With minimal verbal prompting, uses maps and globes to identify places mentioned in stories or songs</p> <p>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)</p> <p>Q3.3 Consistently and accurately identifies the town, city, neighborhood, or street where they live or go to school</p> <p>Q3.4 Creates increasingly more accurate representations of familiar locations during construction play with some prompting from an adult</p>	<p>Q4.1 Regularly uses maps and globes to identify places mentioned in stories or songs</p> <p>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)</p> <p>Q4.3 Consistently and accurately identifies the town, city, neighborhood, or street where they live or go to school</p> <p>Q4.4 Creates accurate representations of familiar locations during construction play with minimal prompting from an adult</p>
	4. Demonstrate an awareness of economics in their community	<p>a. Identifies a variety of occupations and describes the responsibilities of each profession (takes care of animals, fixes cars, puts together computers, builds houses, etc.)</p> <p>Q1.1 With verbal prompting and encouragement, asks questions about the jobs or occupations of people encountered in books or media</p> <p>Q1.2 With verbal prompting and encouragement, identifies tools and/or uniforms utilized by the professionals encountered in books or media</p> <p>Q1.3 Begins to develop an understanding of the complex responsibilities associated with individual professions</p> <p>Q1.4 Begins to develop an understanding of the variety of occupations that have shared responsibilities in a workplace</p>	<p>Q2.1 With minimal verbal prompting, asks questions about the jobs or occupations of people encountered in books or media</p> <p>Q2.2 With minimal verbal prompting, identifies tools and/or uniforms utilized by the professionals encountered in books or media</p> <p>Q2.3 Continues to develop an understanding of the complex responsibilities associated with individual professions</p> <p>Q2.4 Continues to develop an understanding of the variety of occupations that have shared responsibilities in a workplace</p>	<p>Q3.1 With minimal verbal prompting, asks questions about the jobs or occupations of people encountered in books or media</p> <p>Q3.2 With minimal verbal prompting, identifies tools and/or uniforms utilized by the professionals encountered in books or media</p> <p>Q3.3 Demonstrates an understanding of the complex responsibilities associated with individual professions during conversations and play</p> <p>Q3.4 Demonstrates an understanding of the variety of occupations that have shared responsibilities in a workplace during conversations and play</p>	<p>Q4.1 Consistently asks questions about the jobs or occupations of people encountered in books or media</p> <p>Q4.2 Consistently identifies tools and/or uniforms utilized by the professionals encountered in books or media</p> <p>Q4.3 Demonstrates an understanding of the complex responsibilities associated with individual professions during conversations and play</p> <p>Q4.4 Demonstrates an understanding of the variety of occupations that have shared responsibilities in a workplace during conversations and play</p>	

			<p>b. Demonstrates an understanding of the difference between basic human needs and personal wants</p>	<p>Q1.1 Participates in shared reading and media experiences about basic human needs and personal wants Q1.2 Continues to develop vocabulary to participate in discussions about basic human needs and personal wants Q1.3 With adult modeling and support, identifies some personal belongings and/or favorite things as a basic human needs or a personal wants</p>	<p>Q2.1 Participates in shared reading and media experiences about basic human needs and personal wants Q2.2 With verbal prompting and encouragement, participate in discussions about basic human needs and personal wants Q2.3 With verbal prompting and encouragement, identifies some personal belongings and/or favorite things as a basic human need or a personal want</p>	<p>Q3.1 Participates in shared reading and media experiences about basic human needs and personal wants Q3.2 With verbal prompting and encouragement, participate in discussions about basic human needs and personal wants Q3.3 With verbal prompting and encouragement, identifies some personal belongings and/or favorite things as a basic human need or a personal want</p>	<p>Q4.1 Participates in shared reading and media experiences about basic human needs and personal wants Q4.2 With minimal verbal prompting, participate in discussions about basic human needs and personal wants Q4.3 With minimal verbal prompting, identifies some personal belongings and/or favorite things as a basic human need or a personal want</p>
			<p>c. Understands basic economic exchange (ownership, supply and demand, give and take, payment for goods and services, etc.)</p>	<p>Q1.1 Participates in conversations about personal experiences with ownership and/or goods and services Q1.2 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.) Q1.3 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>	<p>Q2.1 Participates in conversations about personal experiences with ownership and/or goods and services Q2.2 Regularly expands '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.) Q2.3 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>	<p>Q3.1 Participates in conversations about personal experiences with ownership and/or goods and services Q3.2 Develops new 'goods and services' dramatic play based on recent personal experiences Q3.3 Bargains 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>	<p>Q4.1 Participates in conversations about personal experiences with ownership and/or goods and services Q4.2 Develops new 'goods and services' dramatic play based on recent personal experiences Q4.3 Bargains with peers or adults to obtain/meet personal wants</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 minimal verbal prompting, utilizes a picture schedule, step-by-step pictures or simple phrases to sequence 4 events or 4 steps to a routine</p> <p>Q1.2 With verbal prompting and visual cues, retells major events or highlights of the day with most details</p> <p>Q1.3 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>Q2.1 Consistently and accurately utilizes a picture schedule, step-by-step pictures or simple phrases to sequence 4 events or 4 steps to a routine</p> <p>Q2.2 With minimal verbal prompting or visual cues, retells major events or highlights of the day with most details</p> <p>Q2.3 With minimal verbal prompting or 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>Q3.1 Consistently and accurately utilizes a picture schedule, step-by-step pictures or simple phrases to sequence 4 events or 4 steps to a routine</p> <p>Q3.2 Consistently retells major events or highlights of the day with many details</p> <p>Q3.3 Consistently sequences a story with accuracy (identifying the beginning, the middle, the end and any major challenges faced by the characters)</p>	<p>Q4.1 Consistently and accurately utilizes a picture schedule, step-by-step pictures or simple phrases to sequence 6 events or all the steps to a routine</p> <p>Q4.2 Consistently retells major events or highlights of the day with many details</p> <p>Q4.3 Consistently sequences a story with accuracy (identifying the beginning, the middle, the end and any major challenges faced by the characters)</p>
			b. Demonstrates an understanding of time (past, present, and future) as it relates to personal events	<p>Q1.1 Participates in shared reading experiences about events that have occurred in the recent past and long ago past</p> <p>Q1.2 Participates in conversations about events at school or home that are occurring in the present or the immediate future</p> <p>Q1.3 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>	<p>Q2.1 Participates in shared reading experiences about events that have occurred in the recent past and long ago past</p> <p>Q2.2 Participates in conversations about events at school or home that are occurring in the present or the immediate future</p> <p>Q2.3 With verbal prompting and encouragement, uses resources such as calendars, pictures, or major life milestones to discuss events in a relatively accurate time frame (past, present or future)</p>	<p>Q3.1 Participates in shared reading experiences about events that have occurred in the recent past and long ago past</p> <p>Q3.2 With verbal prompting and encouragement, identifies an event that has occurred in the recent past or long ago past</p> <p>Q3.3 Participates in conversations about events at school or home that are occurring in the present or the immediate future</p> <p>Q3.4 With verbal prompting and encouragement, identifies an event at school or home that is occurring in the immediate future</p> <p>Q3.5 With verbal prompting and encouragement, uses resources such as calendars, pictures, or major life milestones to discuss events in a relatively accurate time frame (past, present or future)</p>	<p>Q4.1 Participates in shared reading experiences about events that have occurred in the recent past and long ago past</p> <p>Q4.2 With minimal verbal prompting, identifies an event that has occurred in the recent past or long ago past</p> <p>Q4.3 Participates in conversations about events at school or home that are occurring in the present or the immediate future</p> <p>Q4.4 With minimal verbal prompting, identifies an event at school or home that is occurring in the immediate future</p> <p>Q4.5 With minimal verbal prompting, 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	a. Engages in music and movement activities to express individual creativity	Q1.1 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 Q1.2 With adult modeling and support, creates drawings while observing dance Q1.3 With adult modeling and support, uses dance props (scarves, ribbons, bells, hoops, etc.) to enhance personal dance moves or to accentuate the rhythm or beat of the music	Q2.1 Produces a variety of personal dance moves during open/unstructured music and movement activities and sometimes moves around the room and shifts the body's weight from leg to leg Q2.2 With adult modeling and support, creates drawings while observing dance Q2.3 With adult modeling and support, uses dance props (scarves, ribbons, bells, hoops, etc.) to enhance personal dance moves or to accentuate the rhythm or beat of the music	Q3.1 Produces a variety of personal dance moves during open/unstructured music and movement activities and frequently moves around the room and shifts the body's weight from leg to leg Q3.2 With verbal prompting and encouragement, creates drawings while observing dance Q3.3 With verbal prompting and encouragement, uses dance props (scarves, ribbons, bells, hoops, etc.) to enhance personal dance moves or to accentuate the rhythm or beat of the music	Q4.1 Produces a variety of personal dance moves during open/unstructured music and movement activities and frequently moves around the room and shifts the body's weight from leg to leg Q4.2 May begin to 'show off' unique personal dance moves and encourage peers to copy the moves Q4.3 With verbal prompting and encouragement, creates drawings while observing dance Q4.4 With verbal prompting and encouragement, uses dance props (scarves, ribbons, bells, hoops, etc.) to enhance personal dance moves or to accentuate the rhythm or beat of the music
			b. Demonstrates basic knowledge of dance genres	Q1.1 Uses words and gestures to communicate personal preferences (likes/dislikes) for different dance genres Q1.2 With adult modeling and support, develops an understanding of how dance can communicate ideas or emotions Q1.3 With adult modeling and support, compares different genres of dance by focusing on the shapes, sizes, levels, directions, stillness and patterns in movement Q1.4 With adult modeling and support, explores the history of cultural dances around the world Q1.5 With adult modeling and support, explores the celebrations/occasions where specific cultural dances are performed	Q2.1 Consistently communicates personal preferences (likes/dislikes) for different dance genres Q2.2 With verbal prompting and encouragement, develops an understanding of how dance can communicate ideas or emotions Q2.3 With verbal prompting and encouragement, compares different genres of dance by focusing on the shapes, sizes, levels, directions, stillness and patterns in movement Q2.4 With verbal prompting and encouragement, explores the history of cultural dances around the world Q2.5 With verbal prompting and encouragement, explores the celebrations/occasions where specific cultural dances are performed	Q3.1 Consistently communicates personal preferences (likes/dislikes) for different dance genres Q3.2 With verbal prompting and encouragement, develops an understanding of how dance can communicate ideas or emotions Q3.3 With verbal prompting and encouragement, compares different genres of dance by focusing on the shapes, sizes, levels, directions, stillness and patterns in movement Q3.4 With verbal prompting and encouragement, explores the history of cultural dances around the world Q3.5 With verbal prompting and encouragement, explores the celebrations/occasions where specific cultural dances are performed	Q4.1 Consistently communicates personal preferences (likes/dislikes) for different dance genres Q4.2 With minimal verbal prompting, develops an understanding of how dance can communicate ideas or emotions Q4.3 With minimal verbal prompting, compares different genres of dance by focusing on the shapes, sizes, levels, directions, stillness and patterns in movement Q4.4 With minimal verbal prompting, explores the history of cultural dances around the world Q4.5 With minimal verbal prompting, explores the celebrations/occasions where specific cultural dances are performed

	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 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>Q1.2 With minimal verbal prompting, talks about preferences of materials selected for art activities or imaginative/creative play</p>	<p>Q2.1 With minimal verbal prompting, demonstrates 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>Q2.2 With minimal verbal prompting, talks about preferences of materials selected for art activities or imaginative/creative play</p>	<p>Q3.1 With minimal verbal prompting, demonstrates 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 Consistently talks about preferences of materials selected for art activities or imaginative/creative play</p>	<p>Q4.1 Demonstrates 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 Consistently talks about preferences of materials selected for art activities or imaginative/creative play</p>
			b. Justifies preferences for specific art forms by comparing and contrasting elements of many visual art pieces	<p>Q1.1 Regularly utilizes words and gestures to communicate about the qualities or characteristics of the art of others</p> <p>Q1.2 Regularly utilizes words and gestures to communicate about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.)</p> <p>Q1.3 Continues to expand vocabulary related to art and art forms in order to more accurately describe observed details and preferences</p> <p>Q1.4 With adult modeling and support, uses expanded vocabulary to discuss own artwork compared or contrasted to the art work of others</p>	<p>Q2.1 Consistently communicates about the qualities or characteristics of the art of others</p> <p>Q2.2 Consistently communicates about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.)</p> <p>Q2.3 Regularly attempts to use vocabulary related to art and art forms in order to more accurately describe observed details and preferences</p> <p>Q2.4 With verbal prompting and encouragement, uses expanded vocabulary to discuss own artwork compared or contrasted to the art work of others</p>	<p>Q3.1 Consistently communicates about the qualities or characteristics of the art of others</p> <p>Q3.2 Consistently communicates about preferred art forms (painting, drawing, sculpting, mixed media collage, etc.)</p> <p>Q3.3 Regularly uses vocabulary related to art and art forms in order to more accurately describe observed details and preferences</p> <p>Q3.4 With minimal verbal prompting, uses expanded vocabulary to discuss own artwork compared or contrasted to the art work of others</p>	<p>Q4.1 Regularly uses vocabulary related to art and art forms in order to more accurately describe observed details and preferences</p> <p>Q4.2 Regularly 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	a. Engages in activities that utilize musical instruments and/or singing to express individual creativity	<p>Q1.1 Regularly experiments with producing vocalizations and different instrument/object sounds</p> <p>Q1.2 Regularly pairs varied vocalizations with instrument/object sounds</p> <p>Q1.3 With verbal prompting and encouragement, participates in group sing-alongs</p> <p>Q1.4 May begin to initiate sing-alongs by suggesting a preferred or favorite song</p> <p>Q1.5 May continue a sing-along after an adult fades the lead</p>	<p>Q2.1 With minimal verbal prompting, participates in group sing-alongs</p> <p>Q2.2 Initiates sing-alongs by suggesting a preferred or favorite song</p> <p>Q2.3 Regularly continues a sing-along after an adult fades the lead</p> <p>Q2.4 Consistently and appropriately (keeps the beat or accentuates repeated verses) uses instruments with sing-alongs</p>	<p>Q3.1 Regularly participates in group sing-alongs</p> <p>Q3.2 Initiates sing-alongs by suggesting a preferred or favorite song</p> <p>Q3.3 Regularly continues a sing-along after an adult fades the lead</p> <p>Q3.4 Consistently and appropriately (keeps the beat or accentuates repeated verses) uses instruments with sing-alongs</p>	<p>Q4.1 Regularly participates in group sing-alongs</p> <p>Q4.2 Initiates sing-alongs by suggesting a preferred or favorite song</p> <p>Q4.3 Regularly continues a sing-along after an adult fades the lead</p> <p>Q4.4 Consistently and appropriately (keeps the beat or accentuates repeated verses) uses instruments with sing-alongs</p>
			b. Demonstrates basic knowledge of music genres	<p>Q1.1 Regularly uses words and gestures to communicate personal preferences (likes/dislikes) for different music genres</p> <p>Q1.2 Frequently requests songs from a preferred music genre when participating in group music activities</p> <p>Q1.3 With adult modeling and support, develops an understanding of how music can communicate ideas or emotions</p> <p>Q1.4 With adult modeling and support, compares different genres of music by focusing on the rhythmic patterns, tempos, meters and dynamics</p> <p>Q1.5 With adult modeling and support, explores the history of cultural music around the world</p> <p>Q1.6 With adult modeling and support, explores the celebrations/occasions where specific cultural music is performed</p>	<p>Q2.1 Consistently communicates personal preferences (likes/dislikes) for different music genres</p> <p>Q2.2 Requests songs from a preferred music genre when participating in group music activities</p> <p>Q2.3 With verbal prompting and encouragement, develops an understanding of how music can communicate ideas or emotions</p> <p>Q2.4 With verbal prompting and encouragement, compares different genres of music by focusing on the rhythmic patterns, tempos, meters and dynamics</p> <p>Q2.5 With verbal prompting and encouragement, explores the history of cultural music around the world</p> <p>Q2.6 With verbal prompting and encouragement, explores the celebrations/occasions where specific cultural music is performed</p>	<p>Q3.1 Consistently communicates personal preferences (likes/dislikes) for different music genres</p> <p>Q3.2 Requests songs from a preferred music genre when participating in group music activities</p> <p>Q3.3 With verbal prompting and encouragement, develops an understanding of how music can communicate ideas or emotions</p> <p>Q3.4 With verbal prompting and encouragement, compares different genres of music by focusing on the rhythmic patterns, tempos, meters and dynamics</p> <p>Q3.5 With verbal prompting and encouragement, explores the history of cultural music around the world</p> <p>Q3.6 With verbal prompting and encouragement, explores the celebrations/occasions where specific cultural music is performed</p>	<p>Q4.1 Consistently communicates personal preferences (likes/dislikes) for different music genres</p> <p>Q4.2 Requests songs from a preferred music genre when participating in group music activities</p> <p>Q4.3 With minimal verbal prompting, develops an understanding of how music can communicate ideas or emotions</p> <p>Q4.4 With minimal verbal prompting, compares different genres of music by focusing on the rhythmic patterns, tempos, meters and dynamics</p> <p>Q4.5 With minimal verbal prompting, explores the history of cultural music around the world</p> <p>Q4.6 With minimal verbal prompting, explores the celebrations/occasions where specific cultural music is performed</p>

	D. Drama	1. Uses dramatic play to express creativity	a. Persists in dramatic play and takes on the complex characteristics of a character/role	<p>Q1.1 Regularly utilizes fingerplay/story props</p> <p>Q1.2 Regularly requests to use preferred finger play/story props if they are not accessible</p> <p>Q1.3 Begins to utilize different objects as substitutes for specific props that may not be accessible during dramatic play</p> <p>Q1.4 Regularly initiates a dramatic play 'story' and sometimes directs others to do or say specific things to enhance the 'story'</p> <p>Q1.5 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>Q2.1 Consistently utilizes fingerplay/story props</p> <p>Q2.2 Consistently requests to use preferred finger play/story props if they are not accessible</p> <p>Q2.3 With verbal prompting and encouragement, utilizes different objects as substitutes for specific props that may not be accessible during dramatic play</p> <p>Q1.4 Regularly initiates a dramatic play 'story' and often directs others to do or say specific things to enhance the 'story'</p> <p>Q1.5 Regularly persists in a dramatic play 'story' and with verbal prompting and encouragement varies facial expressions and makes voice inflections to more accurately represent the feelings/emotions of the characters</p>	<p>Q3.1 Consistently utilizes fingerplay/story props and requests to use preferred finger play/story props if they are not accessible</p> <p>Q3.2 With minimal verbal prompting, utilizes different objects as substitutes for specific props that may not be accessible during dramatic play</p> <p>Q3.3 Regularly initiates a dramatic play 'story' and often directs others to do or say specific things to enhance the 'story'</p> <p>Q3.4 Regularly persists in a dramatic play 'story' and with verbal prompting and encouragement varies facial expressions and makes voice inflections to more accurately represent the feelings/emotions of the characters</p>	<p>Q4.1 Consistently utilizes fingerplay/story props and requests to use preferred finger play/story props if they are not accessible</p> <p>Q4.2 With minimal verbal prompting, utilizes different objects as substitutes for specific props that may not be accessible during dramatic play</p> <p>Q4.3 Begins to utilize imaginary props during dramatic play 'story', especially if the dramatic play 'story' is mostly fantasy based (Example: Fairies, gnomes, magic, super heroes, etc.)</p> <p>Q4.3 Regularly initiates a dramatic play 'story' and frequently directs others to do or say specific things to enhance the 'story'</p> <p>Q4.4 Regularly persists in a dramatic play 'story' and with minimal verbal prompting varies facial expressions and makes voice inflections to more accurately represent the feelings/emotions of the characters</p>
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			<p>b. Participates in drama presentations (plays, musicals, puppet shows, oral storytelling with props, etc.)</p>	<p>Q1.1 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>Q1.2 With verbal prompting and encouragement, describes some responsibilities and/or rules of being an audience member</p> <p>Q1.3 With verbal prompting and encouragement, describes some responsibilities of cast members/crew members/actors/puppeteers 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) and begins to verbalize preferences</p>	<p>Q2.1 With verbal prompting and encouragement, identifies and/or describes different forms of drama productions (plays, musicals, puppet shows, oral storytelling with props, etc.)</p> <p>Q2.2 With verbal prompting and encouragement, describes an increasing number of responsibilities and/or rules of being an audience member</p> <p>Q2.3 With minimal verbal prompting, describes an increasing number of the responsibilities of cast members/crew members/actors/puppeteers 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) and begins to verbalize preferences</p>	<p>Q3.1 With minimal verbal prompting, identifies and/or describes different forms of drama productions (plays, musicals, puppet shows, oral storytelling with props, etc.)</p> <p>Q3.2 With minimal verbal prompting, describes an increasing number of responsibilities and/or rules of being an audience member</p> <p>Q3.3 With minimal verbal prompting, describes an increasing number of the 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 verbalizes some personal preferences</p>	<p>Q4.1 Regularly identifies and/or describes different forms of drama productions (plays, musicals, puppet shows, oral storytelling with props, etc.)</p> <p>Q4.2 With minimal verbal prompting, describes an increasing number of responsibilities and/or rules of being an audience member</p> <p>Q4.3 With minimal verbal prompting, describes an increasing number of the 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 verbalizes some personal preferences</p>
(CD-CP) Cognitive Development - Cognitive Processes	A. Thinking Skills	1. Demonstrates awareness of cause and effect	a. Explains simple cause and effect relationships/actions using reasoning skills	<p>Q1.1 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>Q1.2 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>	<p>Q2.1 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>Q2.2 With minimal prompting, 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>Q3.1 Carries out actions on unfamiliar objects and utilizes prior knowledge to know the approximate effect(s) those actions will have</p> <p>Q3.2 With minimal prompting, 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 unfamiliar objects and utilizes prior knowledge to know the approximate effect(s) those actions will have</p> <p>Q4.2 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. Makes inferences and/or predictions and follows up on inferences and/or predictions checking for accuracy	<p>Q1.1 With adult modeling, uses text support in conjunction with picture clues to make predictions</p> <p>Q1.2 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>Q1.3 With adult modeling and support, uses logical sequences to make predictions about each of the potential next steps during structured learning experiences</p> <p>Q1.4 Uses verbal and visual clues provided by an adult to search for hidden/missing objects</p>	<p>Q2.1 With verbal prompting and encouragement, uses text support in conjunction with picture clues to make predictions</p> <p>Q2.2 With verbal prompting and encouragement, uses past knowledge of logical sequences to make accurate predictions about future events/actions/effects during exploratory play</p> <p>Q2.3 With adult modeling and support, follows up on predictions to check for accuracy</p> <p>Q2.4 With verbal prompting and encouragement, uses logical sequences to make predictions about each of the potential next steps during structured learning experiences</p> <p>Q2.5 Uses minimal verbal clues provided by an adult to search for hidden/missing objects</p>	<p>Q3.1 With minimal verbal prompting, uses text support in conjunction with picture clues to make predictions</p> <p>Q3.2 With minimal verbal prompting, uses past knowledge of logical sequences to make accurate predictions about future events/actions/effects during exploratory play</p> <p>Q3.3 With verbal prompting and encouragement, follows up on predictions to check for accuracy</p> <p>Q3.4 With minimal verbal prompting, uses logical sequences to make predictions about each of the potential next steps during structured learning experiences</p> <p>Q3.5 Independently searches for hidden/missing objects and has some success finding the hidden/missing objects</p>	<p>Q4.1 Consistently uses text support in conjunction with picture clues to make predictions</p> <p>Q4.2 Consistently uses past knowledge of logical sequences to make accurate predictions about future events/actions/effects during exploratory play</p> <p>Q4.3 With minimal verbal prompting, follows up on predictions to check for accuracy</p> <p>Q4.4 Consistently uses logical sequences to make predictions about each of the potential next steps during structured learning experiences</p> <p>Q4.5 Independently searches for and finds hidden/missing objects</p>
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			<p>b. Explains connections between people, objects and ideas even if they are encountered in new or unfamiliar situations</p>	<p>Q1.1 With adult modeling and support, makes connections between people encountered while reading fiction and non-fiction books</p> <p>Q1.2 With adult modeling and support, makes connections between people encountered while reading books and real-life experiences</p> <p>Q1.3 With adult modeling and support, makes connections between objects encountered while reading fiction and non-fiction books</p> <p>Q1.4 With adult modeling and support, makes connections between objects encountered while reading books and real-life experiences</p> <p>Q1.5 With adult modeling and support, makes connections between the big ideas encountered while reading fiction and non-fiction books</p> <p>Q1.6 With adult modeling and support, makes connections between the big ideas encountered while reading books and real-life experiences</p>	<p>Q2.1 With verbal prompting and encouragement, makes connections between people encountered while reading fiction and non-fiction books</p> <p>Q2.2 With verbal prompting and encouragement, makes connections between people encountered while reading books and real-life experiences</p> <p>Q2.3 With verbal prompting and encouragement, makes connections between objects encountered while reading fiction and non-fiction books</p> <p>Q2.4 With verbal prompting and encouragement, makes connections between objects encountered while reading books and real-life experiences</p> <p>Q2.5 With verbal prompting and encouragement, makes connections between the big ideas encountered while reading fiction and non-fiction books</p> <p>Q2.6 With verbal prompting and encouragement, makes connections between the big ideas encountered while reading books and real-life experiences</p>	<p>Q3.1 With minimal verbal prompting, makes connections between people encountered while reading fiction and non-fiction books</p> <p>Q3.2 With minimal verbal prompting, makes connections between people encountered while reading books and real-life experiences</p> <p>Q3.3 With minimal verbal prompting, makes connections between objects encountered while reading fiction and non-fiction books</p> <p>Q3.4 With minimal verbal prompting, makes connections between objects encountered while reading books and real-life experiences</p> <p>Q3.5 With minimal verbal prompting, makes connections between the big ideas encountered while reading fiction and non-fiction books</p> <p>Q3.6 With minimal verbal prompting, makes connections between the big ideas encountered while reading books and real-life experiences</p>	<p>Q4.1 Regularly makes connections between people encountered while reading fiction and non-fiction books</p> <p>Q4.2 Regularly makes connections between people encountered while reading books and real-life experiences</p> <p>Q4.3 Regularly makes connections between objects encountered while reading fiction and non-fiction books</p> <p>Q4.4 Regularly makes connections between objects encountered while reading books and real-life experiences</p> <p>Q4.5 Regularly makes connections between the big ideas encountered while reading fiction and non-fiction books</p> <p>Q4.6 Regularly 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 verbal prompting and encouragement, 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) Q1.2 With verbal prompting and encouragement, 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)	Q2.1 With minimal verbal prompting, 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) Q2.2 With minimal verbal prompting, 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)	Q3.1 Regularly 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 Regularly 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 Regularly 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 Regularly 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, asks questions to gain further understanding about objects or materials Q1.2 With verbal prompting and encouragement, asks questions to gain additional solutions/possibilities to problems	Q2.1 With minimal verbal prompting, asks questions to gain further understanding about objects or materials Q2.2 With minimal verbal prompting, asks questions to gain additional solutions/possibilities to problems Q2.3 With adult modeling and support, utilizes information gained from asking questions to test solutions/possibilities to problems	Q3.1 Regularly asks questions to gain further understanding about objects or materials Q3.2 Regularly asks questions to gain additional solutions/possibilities to problems Q3.3 With verbal prompting and encouragement, utilizes information gained from asking questions to test solutions/possibilities to problems Q3.4 With prompting and encouragement, verbalizes the solution that best solves the present problem	Q4.1 Regularly asks questions to gain further understanding about objects or materials Q4.2 Regularly asks questions to gain additional solutions/possibilities to problems Q4.3 With minimal verbal prompting, utilizes information gained from asking questions to test solutions/possibilities to problems Q4.4 With minimal prompting, verbalizes the solution that best solves the present problem

	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	<p>Q1.1 Utilizes everyday objects as tools to lift, move and support objects or structures</p> <p>Q1.2 Experiments with varied movements while utilizing everyday objects as tools</p> <p>Q1.3 Uses simple machines during play to solve problems or make the work more efficient with some success</p>	<p>Q2.1 Utilizes everyday objects as tools to lift, move and support objects or structures</p> <p>Q2.2 Begins to combine two or more everyday objects or create new objects that can be used as a tool to lift, move and support structures</p> <p>Q2.3 Experiments with varied movements while utilizing everyday objects as tools</p> <p>Q2.4 Uses simple machines during play to solve problems or make the work more efficient with increasing success</p>	<p>Q3.1 Begins to be more selective when choosing everyday objects as tools to lift, move and support objects or structures</p> <p>Q3.2 Regularly combines two or more everyday objects or create new objects (a combination of an everyday object and something that has been constructed like kitchen spoon taped to the front of a dump truck) that can be used as a tool to lift, move and support structures</p> <p>Q3.3 Experiments with varied movements while utilizing everyday objects as tools or invented objects (a combination of an everyday object and something that has been constructed like a kitchen spoon taped to the front of a dump truck) as tools</p> <p>Q3.4 Uses simple machines during play to solve problems or make the work more efficient with consistent success</p>	<p>Q4.1 Continue to refine their selection when choosing everyday objects as tools to lift, move and support objects or structures</p> <p>Q4.2 Regularly combines two or more everyday objects or create new objects (a combination of an everyday object and something that has been constructed like a kitchen spoon taped to the front of a dump truck) that can be used as a tool to lift, move and support structures</p> <p>Q4.3 Experiments with varied movements while utilizing everyday objects as tools or invented objects (a combination of an everyday object and something that has been constructed like a kitchen spoon taped to the front of a dump truck) as tools</p> <p>Q4.4 Begins to utilize increasingly more complex machines during play to solve problems or make the work more efficient with consistent success</p>
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			<p>b. Demonstrates an understanding of stability and motion when solving structural problems</p>	<p>Q1.1 Regularly constructs or adds on to complex structures with materials that offer a variety of movement and stability</p> <p>Q1.2 Regularly constructs or adds on to increasingly more complex structures with materials that are new or novel</p> <p>Q1.3 Uses gestures and words to demonstrate basic understanding of the concept of stability as it relates to the construction of simple structures</p> <p>Q1.4 Uses gestures and words to demonstrate basic understanding of the concept of motion as it relates to the construction of simple structures</p>	<p>Q2.1 Regularly constructs or adds on to complex structures with materials that offer a variety of movement and stability</p> <p>Q2.2 Regularly constructs or adds on to increasingly more complex structures with materials that are new or novel</p> <p>Q2.3 Regularly verbalizes personal observations about whether the structure that is being created is stable or unstable</p> <p>Q2.4 Regularly describes the motion of a stable or unstable structure as it is being created or rebuilt</p>	<p>Q3.1 With adult modeling and support, steps back from a structure being built and observes the structure for stability</p> <p>Q3.2 With adult modeling and support, carefully observes structures being built and offers suggestions to shore up points of increased motion</p> <p>Q3.3 With adult modeling and support, carefully observes structures being built and offers suggestions to include points of motion (Example: Notices a long bridge continues to collapse in the middle and suggests constructing a draw bridge instead)</p> <p>Q3.4 Regularly constructs or adds on to increasingly more complex structures with materials that are new or novel</p> <p>Q3.5 Regularly verbalizes personal observations about whether the structure that is being created is stable or unstable</p> <p>Q3.6 Regularly describes the motion of a stable or unstable structure as it is being created or rebuilt</p>	<p>Q4.1 With adult modeling and support, steps back from a structure being built and observes the structure for stability</p> <p>Q4.2 With adult modeling and support, carefully observes structures being built and offers suggestions to shore up points of increased motion</p> <p>Q4.3 With adult modeling and support, carefully observes structures being built and offers suggestions to include points of motion (Example: Notices a long bridge continues to collapse in the middle and suggests constructing a draw bridge instead)</p> <p>Q4.4 Regularly constructs or adds on to increasingly more complex structures with materials that are new or novel</p> <p>Q4.5 Regularly verbalizes personal observations about whether the structure that is being created is stable or unstable</p> <p>Q4.6 Regularly describes the motion of a stable or unstable structure as it is being created or rebuilt</p>
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		<p>2. Demonstrates an awareness of advanced technologies and their usefulness in testing solutions, solving problems, or completing tasks</p>	<p>a. Identifies some advanced technologies (technologies that require power and perform complex tasks) and demonstrates and/or describes their functions with adult support</p>	<p>Q1.1 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.) Q1.2 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)</p>	<p>Q2.1 With minimal verbal prompting, uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) Q2.2 With verbal prompting and encouragement, 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)</p>	<p>Q3.1 Regularly uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) Q3.2 With minimal verbal prompting, 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)</p>	<p>Q4.1 Consistently uses learned vocabulary to identify and/or describe the purpose for advanced technologies (camera, printer, scanner, iPad, tablet, cell phone, etc.) Q4.2 Independently 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)</p>
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