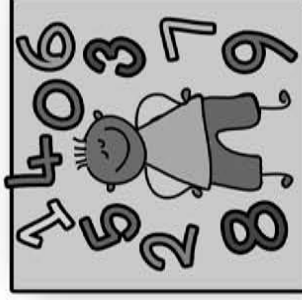
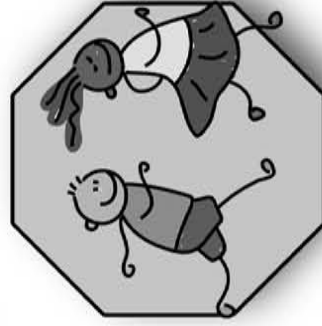
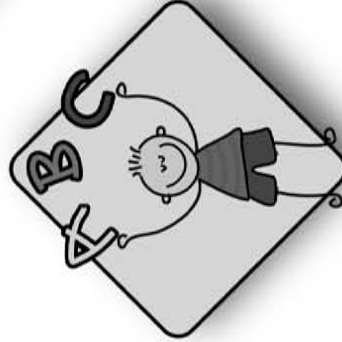
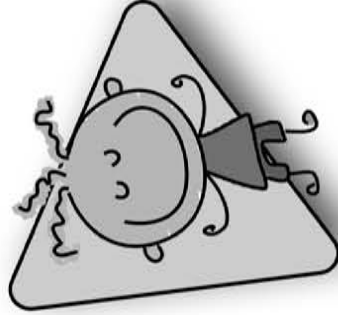
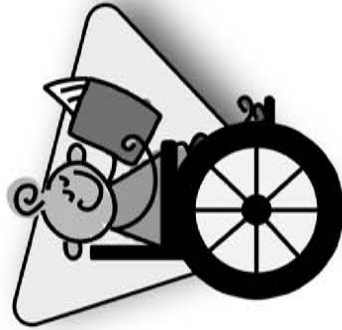


CONTINUUM

INFANT-TODDLER • PRE-KINDERGARTEN • KINDERGARTEN



Pennsylvania Learning Standards for Early Childhood

OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING
PENNSYLVANIA DEPARTMENT OF EDUCATION AND DEPARTMENT OF PUBLIC WELFARE

2009
REVISED
2ND EDITION

APPROACHES TO LEARNING THROUGH PLAY

STANDARD 15.1: GATHERING AND CONSTRUCTING KNOWLEDGE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
15.1.1 CURIOSITY AND INITIATIVE	<p>The learner will:</p> <ul style="list-style-type: none"> Use the mouth as a primary means of exploring and learning from the environment Use hand, mouth, eyes in a coordinated manner to explore body, toys and surroundings Manipulate objects in order to explore them 	<p>The learner will:</p> <ul style="list-style-type: none"> Show an interest in various environmental stimuli Use the senses to explore and learn from the environment Ask questions to obtain adult response 	<p>The learner will:</p> <ul style="list-style-type: none"> Explore characteristics of objects, activities and environments Show interest in what others are doing Utilize non-verbal prompts to seek information Ask questions to seek information 	<p>The learner will:</p> <ul style="list-style-type: none"> Show interest in a growing range of topics, ideas and tasks Utilize all available senses to explore and learn from the environment Ask questions for clarification to seek meaningful information Show interest and interact with others about their work or actions 	<p>The learner will:</p> <ul style="list-style-type: none"> Demonstrate an eagerness to discover and discuss a growing range of topics, ideas and tasks Ask questions and seek meaningful information about a topic or idea Show interest and ask questions about others' work or stories Use play to demonstrate new skills and knowledge Explore technological equipment and materials with interest
15.1.2 RISK TAKING	<p>The learner will:</p> <ul style="list-style-type: none"> Explore in the comfort of a familiar surrounding or adult Seek comfort in adults when faced with novel stimuli 	<p>The learner will:</p> <ul style="list-style-type: none"> Explore the environment in close proximity to and in constant sight of caregiver Show interest in new activities and experiences 	<p>The learner will:</p> <ul style="list-style-type: none"> Explore the environment independently but seek occasional approval from nearby adults Try new activities or experiences with adult encouragement 	<p>The learner will:</p> <ul style="list-style-type: none"> Demonstrate an increased willingness to participate in both familiar and new experiences Differentiate between appropriate and inappropriate methods for learning information 	<p>The learner will:</p> <ul style="list-style-type: none"> Demonstrate a willingness to participate in an increasing variety of diverse experiences Determine appropriate method for learning information in a specific situation
15.1.3 STAGES OF PLAY	<p>The learner will:</p> <ul style="list-style-type: none"> Use body and senses to engage in solitary play 	<p>The learner will:</p> <ul style="list-style-type: none"> Play near others without interacting with him/her Imitate adult actions through play scenarios 	<p>The learner will:</p> <ul style="list-style-type: none"> Interact with other children during play Use materials or objects to represent everyday objects during play Engage in some complex play sequences based on an understanding of everyday events 	<p>The learner will:</p> <ul style="list-style-type: none"> Engage in simple games with rules Use materials and objects to represent other objects Engage in complex play sequences that may be continued over several days 	<p>The learner will:</p> <ul style="list-style-type: none"> Engage in simple games with rules with the ability to plan ahead to develop strategies Engage in elaborate interactive play sequences that include acting out roles and negotiating play themes

STANDARD 15.2: ORGANIZING AND UNDERSTANDING KNOWLEDGE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
15.2.1 ATTENTION, ENGAGEMENT AND PERSISTENCE	<p>The learner will:</p> <ul style="list-style-type: none"> Focus on people around him/herself Attend to adult during reciprocal interaction Make repeated attempts to engage an adult to meet needs Try to make things happen 	<p>The learner will:</p> <ul style="list-style-type: none"> Interact with people, objects or activities for short periods of time Repeat enjoyable activities Complete a short, simple task with adult support Focus on a task to reach a goal 	<p>The learner will:</p> <ul style="list-style-type: none"> Engage with peers for an extended time Focus on an activity or toy while other things are occurring in the environment Cooperate with others to complete a task or goal Focus on a complex activity with adult encouragement 	<p>The learner will:</p> <ul style="list-style-type: none"> Attend and follow through on adults' one or two step directions Initiate and extend activities Complete short, tasks, activities, projects and experiences from beginning to end independently Work towards completing task despite interruptions or classroom disruptions 	<p>The learner will:</p> <ul style="list-style-type: none"> Pay attention to adult who is providing follow through on directions Demonstrate capacity to concentrate over time on task, despite interruptions or classroom disruptions Complete simple activities or tasks from beginning to end with independence Work or interact with a specific toy or object until complete

STANDARD 15.2: ORGANIZING AND UNDERSTANDING KNOWLEDGE continued

	YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
15.2.2 TASK ANALYSIS	<ul style="list-style-type: none"> Use senses to discover properties of objects Anticipate next step of a routine or activity 	<ul style="list-style-type: none"> Discover characteristics of objects or materials through repeated actions with the toy Know the sequence of certain tasks Perform a behavior even when the consequences are known Complete a common task or routine with adult support 	<ul style="list-style-type: none"> Purposefully act on objects to discover their properties Identify the sequence of a routine such as "First we wash hands, then we have lunch" Complete tasks in the teacher-taught sequence for adult approval Complete a multi-step task with adult support 	<ul style="list-style-type: none"> Test objects to determine their purpose Explain a routine sequence to another Break simple tasks into steps and complete them one at a time 	<ul style="list-style-type: none"> Classify, contrast and compare objects, events and experiences Complete multi-step tasks with independence 			
15.2.3 REASONING AND PROBLEM SOLVING	<ul style="list-style-type: none"> Interact with a toy or object in more than one way Repeat actions that have an interesting response Play with a variety of objects to determine similar and different outcomes Look for objects that are out of view 	<ul style="list-style-type: none"> Observe others' actions with materials to learn strategies for interaction Imitate others' actions to determine if they will work for them Persist in working with materials that are challenging in order to master them Solve simple problems independently, such as climbing on a chair to get an out-of-reach object 	<ul style="list-style-type: none"> Observe, imitate and remember previous information about an object or situation Seek help to accomplish something that is challenging Follow a teacher's suggestion to complete a difficult task Use trial and error to accomplish a task Change approach to reach a goal when the first try is unsuccessful 	<ul style="list-style-type: none"> Try different ways to complete a task Attempt to accomplish a difficult task on own 	<ul style="list-style-type: none"> Explore a new way to continue with a task, project or experience after initially experiencing a failure 			

STANDARD 15.3: APPLYING KNOWLEDGE

	YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
15.3.1 CREATIVITY, FLEXIBILITY AND INVENTION	<ul style="list-style-type: none"> Imitate new sounds and movements Respond to music or voices by showing pleasure Try a new action with a familiar object 	<ul style="list-style-type: none"> Imitate simple actions, gestures, sounds and words Use body movements to respond to music and art Use a single object in different ways Discover unique solutions to basic problems 	<ul style="list-style-type: none"> Demonstrate complex imitation skills including imitation of peers Engage in creative movement activities such as singing and chanting, dancing or painting Use an object in a non-conforming manner Use materials in new ways to accomplish a task Show creativity in approaching and accomplishing tasks 	<ul style="list-style-type: none"> Use both observation and imitation to understand information Use music and art and stories to express ideas and feeling Use materials in unique ways to represent other things Try several ways to complete a task Produce and explain the purpose for a new creation 	<ul style="list-style-type: none"> Observe and imitate both adults and peers to gain understanding of specific tasks and skills Create an object to serve a functional purpose Combine unique materials to make a new (real or pretend) object or result 			

STANDARD 15.4: LEARNING THROUGH EXPERIENCE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
HOME-SCHOOL IDENTITY 15.4.1	<ul style="list-style-type: none"> Show comfort in routines or experiences that mirror home experiences 	<ul style="list-style-type: none"> Prefer routines and activities that mirror home routines Separate school and home experiences Imitate mannerisms or behaviors of family 	<ul style="list-style-type: none"> Relay home experiences with teacher and school experiences to parent or guardian Recognize specific activities that are home or school functions 	<ul style="list-style-type: none"> Demonstrate culture and home experiences during play Relate home or outside-learned knowledge to school experiences Understand that appropriate activities and events may differ from home to school 	<ul style="list-style-type: none"> Use home experiences to learn new knowledge from school to home Develop attitudes and values about the way she/he learns to understand new experiences Understand how information learned in other settings impacts school learning Understand the difference between school and home processes
RESILIENCE 15.4.2	<ul style="list-style-type: none"> Use comfort of familiar routines and activities to explore new ideas or routines Notify adults of need for comfort or help through cries or body movements 	<ul style="list-style-type: none"> Repeat difficult tasks or activities many times to achieve mastery Repeat familiar activity to gain comfort and confidence Seek out adult when frightened or unhappy Respond to limitations set by adult 	<ul style="list-style-type: none"> Show confidence and pleasure in the completion of a task or activity Seek help in difficult situations Show basic understanding of limits and rules Manage basic impulses appropriately 	<ul style="list-style-type: none"> Understand who or where there is help when needed Attempt problem solving activities to achieve a positive outcome 	<ul style="list-style-type: none"> Demonstrate a beginning understanding of consequences for behavior Utilize help when needed Communicate feelings of distress or anxiety Engage in problem solving activities to achieve a positive outcome
CULTURE 15.4.3	<ul style="list-style-type: none"> Demonstrate comfort in routines, objects and materials that reflect home experiences 	<ul style="list-style-type: none"> Show awareness that others have attachments to different objects, people or routines Show awareness of others' similarities and differences 	<ul style="list-style-type: none"> Demonstrate expectations and attitudes about others based on primary relationships Seek to learn about others' differences 	<ul style="list-style-type: none"> Show pride in belonging to a family unit Show understanding that family structures may differ from one family to another Explore unusual materials that represent other cultures Demonstrate awareness of some physical differences among children 	<ul style="list-style-type: none"> Express information about own family or background Show interest in different familial structures Interact with materials from different cultures such as a rain stick, map that depicts Asia or Africa. Show acceptance of children who appear to be different

CREATIVE THINKING AND EXPRESSION: COMMUNICATING THROUGH THE ARTS

STANDARD 9.1a: PRODUCTION, PERFORMANCE AND EXHIBITION: MUSIC AND MOVEMENT

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.1a.1 AESTHETIC RESPONSE	<ul style="list-style-type: none"> Respond to music 	<ul style="list-style-type: none"> Show pleasure and excitement when exposed to music 	<ul style="list-style-type: none"> Sing songs in recognizable ways Demonstrate increased coordination in response to rhythms 	<ul style="list-style-type: none"> Respond to different forms of music and dance through participation or discussion Practice rhythms in different forms of music and dance 	<ul style="list-style-type: none"> Respond to different forms of music and dance and use basic vocabulary when describing action Identify and reproduce patterns of rhythm in music and dance
9.1a.2 EXPLORATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Show interest in singing, moving and dancing using body in creative ways Use props or tools such as scarves, instruments or wands to accompany music 	<ul style="list-style-type: none"> Use instruments to create rhythm and sound Move body to different sounds or rhythms 	<ul style="list-style-type: none"> Use instruments to accompany music or songs Use instruments and other objects that make sound to make music 	<ul style="list-style-type: none"> Use instruments to accompany music or songs
9.1a.3 CREATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use imagination and creativity to express self through music and dance Use body to represent form in space 	<ul style="list-style-type: none"> Use imagination and creativity to design and perform music and dance Work with partner or others to represent form in space

STANDARD 9.1b: PRODUCTION, PERFORMANCE AND EXHIBITION: DRAMATIC AND PERFORMANCE PLAY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.1b.1 DRAMATIC EXPRESSION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use object for intended purpose during play Act out real behaviors during play 	<ul style="list-style-type: none"> Use object in a nonconforming manner during play Identify real or make believe Begin to explore new situations through dramatic play 	<ul style="list-style-type: none"> Use nonconforming objects to create representations of real life objects or activities Represent fantasy and real-life experiences through pretend play Repeat similar pretend play scenarios Use pretend play to represent known or anticipated situations 	<ul style="list-style-type: none"> Use multiple nonconforming representations of real life objects or activities Create and enact fantasy play scenarios Extend pretend play scenarios over multiple periods of time Use pretend play as a means to negotiate and resolve challenging situations
9.1b.2 PERFORMANCE	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Respond to audience's appreciation of actions 	<ul style="list-style-type: none"> Imitate and repeat voice inflections and facial expressions to entertain others Seek an audience for one's actions 	<ul style="list-style-type: none"> Create various voice inflections and facial expressions in play Recreate dramatic play experiences for an audience 	<ul style="list-style-type: none"> Represent a character by using voice inflections and facial expressions Recreate a familiar story for an audience individually or cooperatively

STANDARD 9.1c: PRODUCTION, PERFORMANCE AND EXHIBITION: VISUAL ARTS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.1.c.1 REPRESENTATION	<ul style="list-style-type: none"> Explore art tools and materials 	<ul style="list-style-type: none"> Scribble or draw to create images 	<ul style="list-style-type: none"> Create age appropriate representations of real objects and concepts in artwork 	<ul style="list-style-type: none"> Represent experiences, thoughts and ideas through visual arts 	<ul style="list-style-type: none"> Represent common themes and patterns in visual arts
9.1.c.2 CONSTRUCTION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use basic art materials to create an age appropriate product 	<ul style="list-style-type: none"> Use a variety of tools and materials to create new products 	<ul style="list-style-type: none"> Combine a variety of tools and materials to create new products 	<ul style="list-style-type: none"> Create expressive images using a variety of media and techniques
9.1.c.3 PERSONAL CONNECTION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify objects in own art products 	<ul style="list-style-type: none"> Tell about own art products 	<ul style="list-style-type: none"> Share how artwork is connected to own personal experiences 	<ul style="list-style-type: none"> Discuss how art work represents an artist and his/her thoughts or emotions

STANDARD 9.2: HISTORICAL AND CULTURAL CONTEXT OF WORKS IN THE ARTS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.2.1 PATTERNS AND THEMES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use materials and instruments from other cultures to create a product 	<ul style="list-style-type: none"> Identify cultures represented by various art forms 	<ul style="list-style-type: none"> Use various art forms from other cultures while creating own art works

STANDARD 9.3: CRITICAL RESPONSE TO WORKS IN THE ARTS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
9.3.1 CRITICAL RESPONSE	<ul style="list-style-type: none"> Gaze at paintings, pictures or photographs with interest Show pleasure when listening to music or viewing pictures 	<ul style="list-style-type: none"> Show interest in others' work or products 	<ul style="list-style-type: none"> Comment on characteristics of others' work 	<ul style="list-style-type: none"> Share an opinion about others' art products 	<ul style="list-style-type: none"> Compares others' products to one's own work

STANDARD 9.3: CRITICAL RESPONSE TO WORKS IN THE ARTS continued

		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN			
9.3.2	IDENTIFICATION	<ul style="list-style-type: none"> Recognize and point to familiar objects or persons in photos or books 		<ul style="list-style-type: none"> Identify basic art forms by name 		<ul style="list-style-type: none"> Differentiate art forms 		<ul style="list-style-type: none"> Recognize and name a variety of art forms 		<ul style="list-style-type: none"> Recognize and name a variety of elements within one art form 	

STANDARD 9.4: AESTHETIC RESPONSE TO WORKS IN THE ARTS

		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN			
9.4.1	EMOTIONAL RESPONSE	<ul style="list-style-type: none"> Respond to various art forms 		<ul style="list-style-type: none"> Choose art activities during free play 		<ul style="list-style-type: none"> Ask for specific songs or materials during free play Respond to specific pictures in a story 		<ul style="list-style-type: none"> Demonstrate emotional response to viewing or creating various art works 		<ul style="list-style-type: none"> Make statements that express emotion about viewing or creating various art works 	

MATHEMATICAL THINKING AND EXPRESSION: EXPLORING, PROCESSING AND PROBLEM SOLVING

STANDARD 2.1: NUMBERS, NUMBER SYSTEMS AND NUMBER RELATIONSHIPS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.1.1 COUNT AND COMPARE NUMBERS	<ul style="list-style-type: none"> Construct number sense 	<ul style="list-style-type: none"> Attempt rote counting Use basic math terms Begin to imitate rote counting using some names of numbers 	<ul style="list-style-type: none"> Rote count to five Identify some numerals Identify characteristics for comparison such as, size, color, shape 	<ul style="list-style-type: none"> Use counting and numbers as part of play and as a means for determining quantity Rote count to 20 Count up to 20 objects using one to one correspondence Name numerals to 10 Use vocabulary to compare numbers of objects with teacher support 	<ul style="list-style-type: none"> Rote count by whole numbers to 100 by ones Attempt to count by tens along with adult Read and write whole numbers 0-20 Count up to 20 objects using one to one correspondence Use basic numbers and counting Use vocabulary independently to compare number of objects Tell what number comes before or after (up to 20)
2.1.2 REPRESENT NUMBERS IN EQUIVALENT FORMS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify symbols for familiar objects 	<ul style="list-style-type: none"> Indicate number of objects 	<ul style="list-style-type: none"> Understand number concepts, vocabulary, quantities and written numerals in meaningful ways Differentiates numerals from letters 	<ul style="list-style-type: none"> Use concrete objects to represent quantities up to and including twenty Identify penny, nickel, dime Represent equivalent forms of the same number through the use of concrete objects and drawings up to and including twenty
2.1.3 CONCEPTS OF NUMBERS AND RELATIONSHIPS	<ul style="list-style-type: none"> Explore relationships between objects during play 	<ul style="list-style-type: none"> Identify basic differences and similarities of objects 	<ul style="list-style-type: none"> Show that numbers represent quantity Identify groups of more or less 	<ul style="list-style-type: none"> Practice combining, separating and naming quantities Match a numeral to a set 0 to 5 Use ordinal number words to describe the position of objects (first, second, last) 	<ul style="list-style-type: none"> Use concrete objects to separate a set into two equal parts Group objects into sets of ten Use ordinal number words to describe the position of objects (first, second, third) Match numerals to sets of objects to 20
2.1.4 PLACE VALUE	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Practice regrouping ones to tens with adult assistance
2.1.6 CONCEPTS AND APPLICATIONS OF OPERATIONS EXPLORATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Solve oral word problems using concrete objects with assistance Sort objects by two or more attributes Identify properties of numbers Apply strategies of "counting on" 	<ul style="list-style-type: none"> Analyze numbers Solve word problems using concrete objects independently Create a sorting method

STANDARD 2.2: COMPUTATION AND ESTIMATION

INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
2.2.1 FLUENCY IN BASIC FACTS	• Emerging	• Emerging	• Emerging	• Emerging	• Observe adult reading number sentences created with manipulatives	• Practice reading number sentences with adult			
2.2.2 COMPUTATION	• Emerging	• Sort manipulatives into sets • Compare objects by properties, such as size, shape or weight	• Place manipulatives into sets according to adult request • Order objects by size, height or length with adult supervision	• Solve problems using manipulatives to correspond to given number 1 – 6	• Separate concrete objects into groups • Represent addition and subtraction in every day situations using up to ten concrete objects • Use “counting on” as a strategy for determining the sum • Explain the result of joining and separating sets of up to and including 10 using math vocabulary • Use counting backwards as a strategy for finding a difference in the numbers 1–10				
2.2.4 NUMERICAL ESTIMATION	• Emerging	• Select an object that is perceived to be the biggest, heaviest, smaller (right or wrong)	• Guess which container holds more	• Make estimates of a set of objects up to 6 • Practice checking estimates	• Estimate how many objects are in a group/set up to and including twenty objects • Check estimate by counting the number of objects				

STANDARD 2.3: MEASUREMENT AND ESTIMATION

INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
2.3.1 CONCEPT OF MEASUREMENT	• Emerging	• Begin to predict daily routines • Order a few objects by size with assistance	• Measure amounts of sand and water using non-linear measures • Identify daily routines and changes in routine • Compare sizes of objects	• Demonstrate awareness of measurement attributes e.g. length, volume, weight, area, time and temperature, distance	• Measure objects • Practice measuring calendar time using appropriate vocabulary with scaffolding • Demonstrate understanding of number conversation				
2.3.2 UNITS OF MEASUREMENT AND TOOLS OF MEASUREMENT	• Emerging	• Identify tools that are used for measurement • Explore similar objects to determine size	• Measure objects with adult assistance • Use nonstandard tools to measure familiar objects in environment with assistance	• Demonstrate awareness of measurement attributes such as length, volume, weight, area, time, temperature, and distance • Practice using standard and non-standard measures in everyday situations	• Estimate and measure objects using nonstandard units • Determine the length and height of objects with nonstandard units • Practice naming the instruments used for measuring time, length, weight, volume and temperature • Order events based on time				

STANDARD 2.3: MEASUREMENT AND ESTIMATION continued

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.3.3 CALCULATIONS	• Emerging	• Emerging	• Emerging	<ul style="list-style-type: none"> • Develop an awareness of seriation through comparison of attributes • Group objects according to common properties • Practice using measurement vocabulary with adult support 	<ul style="list-style-type: none"> • Analyze charts and graphs of objects with assistance and support from adult
2.3.4 CONVERSIONS	• Emerging	• Emerging	• Emerging	• Emerging	<ul style="list-style-type: none"> • Compare two objects using direct comparison • Group objects according to common properties
2.3.6 MEASUREMENT AND ESTIMATION	• Emerging	• Emerging	• Emerging	• Practice estimating distance with adult assistance	<ul style="list-style-type: none"> • Practice using measurement vocabulary when comparing • Practice estimating distance/length/weight based on experience

STANDARD: 2.4: MATHEMATICAL REASONING AND CONNECTIONS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.4.1 REASONING	• Interact with environmental objects to understand them	• Participate in activities that have cause and effect	• Experiment with objects to solve a problem	• Predict and verify use of environmental objects	• Verify predictions and solutions about environmental objects
2.4.2 CONNECTIONS	• Emerging	• Emerging	• Emerging	• Emerging	• Identify connections between objects to help with problem solving

STANDARD 2.5: MATHEMATICAL PROBLEM SOLVING AND COMMUNICATION

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.5.1 PROBLEM SOLVING	<ul style="list-style-type: none"> Begin to problem solve 	<ul style="list-style-type: none"> Attempt to problem solve with objects by stacking, nesting and piling 	<ul style="list-style-type: none"> Practice problem solving through exploration of new and familiar materials Experiment with new uses for familiar objects Find objects that have been hidden in nearby locations 	<ul style="list-style-type: none"> Use both familiar and new strategies for solving problems Recognize objects, places and ideas by symbols 	<ul style="list-style-type: none"> Identify and analyze a problem for possible solutions Seek information through observation, exploration and conversations
2.5.2 COMMUNICATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Communicate the findings from the problem solving process Use pictures to replicate a process 	<ul style="list-style-type: none"> Communicate the findings from the problem solving process using math vocabulary Depict problem solving process through the use of pictures, simple chart or graph

STANDARD 2.6: STATISTICS AND DATA ANALYSIS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.6.1 COLLECTION OF DATA	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use environmental objects for data collection purposes Create graphs cooperatively with an adult and/or other child 	<ul style="list-style-type: none"> Gather, organize and display data on a bar graph and/or pictograph independently Gather data in response to questions posed to learners
2.6.2 ORGANIZATION AND DISPLAY OF DATA	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Participate in sorting objects 	<ul style="list-style-type: none"> Organize and display objects by attributes with assistance 	<ul style="list-style-type: none"> Organize and display objects by one attribute 	<ul style="list-style-type: none"> Organize and display objects by one or more attributes Practice explaining organization of data Create various types of graphs cooperatively with an adult and with other children
2.6.3 NUMERICAL SUMMARIES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Compare groups of one to five objects 	<ul style="list-style-type: none"> Compare groups of one to ten objects to determine more or less Answer questions based on data shown on graphs or charts
2.6.5 INTERPRETATION OF DATA	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Draw conclusions with adult guidance and questioning 	<ul style="list-style-type: none"> Draw conclusions about information shown on a graph or chart

STANDARD 2.7: PROBABILITY AND PREDICTIONS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
2.7.1 CALCULATE PROBABILITIES	• Emerging	• Emerging	• Emerging	• Predict the probability of an event occurring based on observation and prior knowledge with scaffolding	• Predict the probability of an event
2.7.2 PREDICTION OF OUTCOMES	• Emerging	• Emerging	• Emerging	• Emerging	• Predict outcome of events
2.7.3 REPRESENTATIONS OF PROBABILITIES	• Emerging	• Emerging	• Emerging	• Complete a simple yes/no graph to make a selection with assistance	• Complete a simple graph to make selection with little or no assistance
2.7.4 DISPLAY SIMPLE SPACES	• Emerging	• Emerging	• Emerging	• Emerging	• Create a graph or chart and describe the contents
2.7.5 COMPARE THEORETICAL AND EXPERIMENTAL PROBABILITIES	• Emerging	• Emerging	• Emerging	• Emerging	• Answer questions based on data

STANDARD 2.8: ALGEBRA AND FUNCTIONS

		YOUNG TODDLER			OLDER TODDLER			PRE-KINDERGARTEN			KINDERGARTEN		
2.8.1	ALGEBRAIC PROPERTIES	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Compare quantities of concrete objects	• Compare concrete objects to show equal or not equal					
2.8.2	ALGEBRAIC MANIPULATIONS	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	<ul style="list-style-type: none"> Count using numbers as a means of determining quantity Practice using concrete objects to portray simple story 	<ul style="list-style-type: none"> Recreate a simple story problem using manipulatives Explain story problem solutions Identify the purposes for different mathematical symbols with scaffolding 					
2.8.3	PATTERNS	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	<ul style="list-style-type: none"> Identify and describe patterns Recognize and extend simple patterns 	<ul style="list-style-type: none"> Recognize, describe, extend, and transfer patterns Reproduce an existing pattern and verbalize the pattern Identify and create complex patterns using numerous objects 					
2.8.4	FUNCTIONS	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	<ul style="list-style-type: none"> Practice using concrete objects or pictures to represent a number story that involves a missing addend with adult assistance 					
2.8.5	MODELING	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Create a math story from a picture					
2.8.6	INTERPRET RESULTS OF MODELING	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Describe data from graphs using math language with assistance	• Describe data on classroom graphs using numerical math language					

STANDARD 2.9: GEOMETRY

		INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN		
2.9.1	DEFINITIONS, PROPERTIES AND RELATIONS	• Emerging	• Explore the ways shapes and objects fit together • Notice similarities and differences in the shapes of objects	• Recognize basic shapes in the environment • Sort objects by shape	• Identify and name simple three-dimensional shapes • Replicate three-dimensional shapes • Determine the attributes of basic shapes	• Identify and name common two- and three-dimensional geometric shapes • Compare the attributes of shapes • Sort geometric figures according to common attributes	• Emerging	• Emerging	• Show an awareness of symmetry • Create a symmetrical design from model	• Explore symmetry in nature • Identify a reflection • Create a reflection of symmetry independently		
2.9.2	TRANSFORMATIONS AND SYMMETRY	• Emerging	• Move body in different directions, such as up, down, around or under	• Emerging	• Emerging	• Practice using directionality and appropriate vocabulary • Demonstrate an understanding of directionality, order and positions of objects						
2.9.3	COORDINATE GEOMETRY	• Emerging	• Imitate basic directionality with adults and peers • Follow basic directions	• Emerging	• Emerging	• Practice using directionality independently • Use position words to describe the location of objects						

STANDARD 2.11: CALCULUS

		INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
2.11.1	EXTREME VALUES	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Order whole numbers (0–20) from least to greatest value		
2.11.2	RATES	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Identify situations in real life that occur quickly or slowly		

SCIENTIFIC THINKING AND TECHNOLOGY: EXPLORING, INQUIRY AND DISCOVERY

STANDARD 3.1a: LIVING AND NON LIVING ORGANISMS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.1a.1 COMMON CHARACTERISTICS OF LIFE	<ul style="list-style-type: none"> Express a sense of wonder about the natural world Show interest and curiosity in people 	<ul style="list-style-type: none"> Differentiate between animal and plant Show interest in and respond to plants, animals and other people in the environment Explore the characteristics of living things 	<ul style="list-style-type: none"> Identify the physical properties of some living and non-living things 	<ul style="list-style-type: none"> Recognize the difference between living and non-living things Categorize common living things into plants and animals State that living things need air, food and water to survive 	<ul style="list-style-type: none"> Identify the similarities and differences of living and non-living things Categorize plants and animals by external characteristics Describe why living things need air, food and water to survive
3.1a.3 LIFE CYCLES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Notice plants and animals growing and changing 	<ul style="list-style-type: none"> Identify that plants and animals have life cycles 	<ul style="list-style-type: none"> Identify stages of life cycles for plants and animals
3.1a.5 FORM AND FUNCTION	<ul style="list-style-type: none"> Explore body parts of self and others 	<ul style="list-style-type: none"> Identify own body parts when asked 	<ul style="list-style-type: none"> Identify similarities and differences in body parts of animals and humans 	<ul style="list-style-type: none"> Identify parts of living things 	<ul style="list-style-type: none"> Identify the specific functions of living things' parts
3.1a.8 UNIFYING THEMES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify that plants and animals have different kinds of parts 	<ul style="list-style-type: none"> Identify that living and non-living things are made of parts and perform specific functions
3.1.9 SCIENCE AS INQUIRY	<ul style="list-style-type: none"> Place object in mouth to discover its characteristics 	<ul style="list-style-type: none"> Use the five senses as tools with which to observe and describe 	<ul style="list-style-type: none"> Use the five senses as tools with which to observe, classify and describe 	<ul style="list-style-type: none"> Use the five senses as tools with which to observe, classify, collect information and describe observations 	<ul style="list-style-type: none"> Use the five senses as tools with which to observe, collect information, classify, describe and solve problems Use observation to develop a descriptive vocabulary based on sensory experiences

STANDARD 3.1b GENETICS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.1b.1 HEREDITY	<ul style="list-style-type: none"> Recognize self and family members 	<ul style="list-style-type: none"> Distinguish between adult and baby animals Name some common animals and their babies 	<ul style="list-style-type: none"> Identify adults and their offspring Notice similarities and differences between adult animals and their offspring 	<ul style="list-style-type: none"> Identify similar characteristics of own family such as hair color, eye color and height 	<ul style="list-style-type: none"> Compare similar characteristics of own family with other families
3.1b.2 REPRODUCTION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Observe that dogs have puppies and cats have kittens 	<ul style="list-style-type: none"> Describe that seeds grow into plants, eggs hatch and babies grow into adults 	<ul style="list-style-type: none"> Identify different ways living things reproduce

STANDARD 3.1b GENETICS continued

	INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
3.1b.5 UNIFYING THEMES	• Emerging		• Emerging		• Emerging		• Describe observable patterns in natural objects		• Explore patterns that regularly occur in nature	
3.1b.6 SCIENCE AS INQUIRY	• Emerging		• Emerging		• Emerging		• Emerging		• Connect known ideas with new knowledge to build understanding or refined concepts	

STANDARD 3.1c: EVOLUTION

	INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
3.1c.2 ADAPTATION	• Emerging		• Emerging		• Notice changes that occur in animals to adapt to seasonal changes • Discuss changes humans make to accommodate weather changes		• Match types of clothing necessary for safety and comfort to seasonal weather conditions		• Identify characteristics for animal and human survival identified with seasonal changes	
3.1c.3 UNIFYING THEMES	• Emerging		• Emerging		• Emerging		• Describe change in home and school environments		• Identify reasons for observed changes	
3.1c.4 SCIENCE AS INQUIRY	• Emerging		• Emerging		• Emerging		• Discuss observations and discoveries		• Form clear explanations based on observations	

STANDARD 3.2a: PHYSICAL SCIENCES: CHEMISTRY

	INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
3.2a.1 PROPERTIES OF MATTER	• Explore the characteristics of objects		• Engage with objects to learn about their characteristics • Use tools to learn about the characteristics of objects and materials		• Identify differences in the properties of some objects or materials		• Describe objects according to size, shape, color or properties of matter		• Classify items by properties of matter	

STANDARD 3.2a: PHYSICAL SCIENCES: CHEMISTRY continued

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.2a.2 STRUCTURE OF MATTER	• Emerging	• Emerging	• Emerging	• Recognize the different types of matter	• Identify the three types of matter
3.2a.3 MATTER AND ENERGY FLOW	• Emerging	• Emerging	• Emerging	• Emerging	• Describe the way matter can change
3.2a.4 REACTIONS	• Emerging	• Combine materials to make a new substance	• Describe the result when two or more substances are combined	• Experiment with changes in matter • Experiment with changes in substances when combined	• Describe what happens when two or more substances are combined
3.2a.5 UNIFYING THEMES	• Emerging	• Emerging	• Emerging	• Emerging	• Examine and explain change through simple observation and recording

STANDARD 3.2b: PHYSICAL SCIENCE: PHYSICS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.2b.1 FORCE AND MOTION OF PARTICLES AND RIGID BODIES	• Emerging	• Recognize she/he is able to move objects	• Use complex motion to play with toys	• Explore and describe motion of toys and objects	• Apply knowledge of motion to new toys and objects
3.2b.2 ENERGY STORAGE AND TRANSFORMATIONS: CONSERVATION LAWS	• Emerging	• Emerging	• Emerging	• Observe demonstrations and make predictions about basic energy types and sources	• Explore basic energy types and sources
3.2b.4 ELECTRICAL AND MAGNETIC ENERGY	• Emerging	• Emerging	• Explore magnets	• Use magnets to explore and sort materials	• Use and explain the concepts of magnetic force

STANDARD 3.2b: PHYSICAL SCIENCE: PHYSICS

	INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
3.2b.5 NATURE OF WAVES AND SOUND	<ul style="list-style-type: none"> Notice familiar and unfamiliar sounds in the environment 	<ul style="list-style-type: none"> Identify familiar sounds in the environment Imitate sounds 	<ul style="list-style-type: none"> Categorize and imitate familiar sounds 	<ul style="list-style-type: none"> Categorize and create sounds based on different attributes 	<ul style="list-style-type: none"> Demonstrate and describe variations of sound 					
3.2b.6 UNIFYING THEME	<ul style="list-style-type: none"> Initiate an action/reaction sequence without intent 	<ul style="list-style-type: none"> Discover a reaction to an action 	<ul style="list-style-type: none"> Repeat an action to cause a known reaction 	<ul style="list-style-type: none"> Predict a reaction based on previous experiences 	<ul style="list-style-type: none"> Identify the relationship between an action and its reaction using an "if-then" statement 					
3.2b.7 SCIENCE AS INQUIRY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Participate in scientific investigations 	<ul style="list-style-type: none"> Create scientific investigations 				

3.3a EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES

	INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
3.3a.1 EARTH FEATURES AND THE PROCESSES THAT CHANGE IT	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify earth forms in pictures 	<ul style="list-style-type: none"> Identify and distinguish between earth forms found in the community 					
3.3a.2 EARTH'S RESOURCES AND MATERIALS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Explore rocks, sand and soil using senses 	<ul style="list-style-type: none"> Identify different types of earth 	<ul style="list-style-type: none"> Sort different types of earth 	<ul style="list-style-type: none"> Distinguish between three types of earth: rock, soil and sand 					
3.3a.4 WATER	<ul style="list-style-type: none"> Engage in water play in the bathtub or during hand washing 	<ul style="list-style-type: none"> Engage in water play activities in the sink or water table 	<ul style="list-style-type: none"> Observe and explore water in liquid state 	<ul style="list-style-type: none"> Observe and explore water in solid and liquid states Identify a variety of uses for water 	<ul style="list-style-type: none"> Identify examples of water in solid and liquid states Identify sources of water 					
3.3a.5 WEATHER AND CLIMATE	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Observe weather conditions 	<ul style="list-style-type: none"> Identify types of clothing needed for current weather conditions Identify the characteristics of weather change 	<ul style="list-style-type: none"> Identify season that corresponds with observable conditions Identify how weather affects daily life Identify different types of precipitation Identify a thermometer as a tool for measuring temperature 	<ul style="list-style-type: none"> Identify seasonal changes in the environment Distinguish between different types of precipitation Collect, describe and record information about weather Read a thermometer to identify temperature 					

STANDARD 3.3a: EARTH AND SPACE SCIENCES: EARTH STRUCTURE, PROCESSES AND CYCLES continued

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.3a.6 UNIFYING THEME	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Examine change through simple observation 	<ul style="list-style-type: none"> Examine and explain change through simple observation and recording
3.3a.7 SCIENCE AS INQUIRY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Form clear explanations based on observation and experimentation

STANDARD 3.3b: ORIGIN AND EVOLUTION OF THE UNIVERSE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.3b.1 COMPOSITION AND STRUCTURE	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Differentiate between night and day Name sky, sun, cloud, star, moon 	<ul style="list-style-type: none"> Identify the sky's different characteristics during night and day Notice differences in cloud patterns 	<ul style="list-style-type: none"> Identify things that can be found in the day or night time sky 	<ul style="list-style-type: none"> Identify features of space

STANDARD 3.4a: SCOPE OF TECHNOLOGY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.4a.1 CHARACTERISTICS OF TECHNOLOGY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify examples of technology 	<ul style="list-style-type: none"> Identify types of technology in the workplace, school or at home
3.4a.2 CORE CONCEPTS OF TECHNOLOGY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify types of technology by function
3.4a.3 TECHNOLOGY CONNECTIONS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify the function of simple technological objects Identify the appropriate technology to complete a task 	<ul style="list-style-type: none"> Select and use appropriate technology to complete a task

STANDARD 3.4c: TECHNOLOGY AND ENGINEERING DESIGN

INFANT		YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.4c.1 DESIGN ATTRIBUTES	• Emerging	• Emerging	• Emerging	• Use simple tools and materials	• Solve simple problems using appropriate tools and materials
3.4c.2 ENGINEERING DESIGN	• Emerging	• Emerging	• Emerging	• Experiment with blocks and other materials	• Experiment creating new designs with a variety of materials

STANDARD 3.4d: ABILITIES FOR A TECHNOLOGICAL WORLD

INFANT		YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.4d.1 APPLYING THE DESIGN PROCESS	• Emerging	• Emerging	• Emerging	• Emerging	• Identify the steps in completing a project

STANDARD 3.4e: THE DESIGN WORLD

INFANT		YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
3.4e.1 MEDICAL TECHNOLOGIES	• Emerging	• Explore medical equipment and materials	• Associate medical equipment with the people who keep us healthy	• Identify the uses of medical materials and equipment	• Describe appropriate instruments used in medical technology
3.4e.3 ENERGY AND POWER TECHNOLOGIES	• Emerging	• Emerging	• Emerging	• Explore wind power	• Describe wind power

STANDARD 3.4e: THE DESIGN WORLD continued

		INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
INFORMATION AND COMMUNICATION TECHNOLOGIES 3.4e.4	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging
		Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging
		Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging

STANDARD 4.1: ENVIRONMENT AND ECOLOGY

		INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
WATERSHEDS 4.1	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging
		Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging

STANDARD 4.1: ENVIRONMENT AND ECOLOGY continued

		INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
ENVIRONMENTAL HEALTH 4.3	• Emerging	• Emerging	• Emerging and use appropriate trash receptacles	• Identify how litter can have a negative impact on animals and the environment	• Describe the effects litter and pollution have on the environment						
AGRICULTURE AND SOCIETY 4.4	• Emerging	• Manipulate farm animals and structures during play	• Identify basic farm animals and structures	• Describe the purpose of a farm • Identify the products that are produced on a farm • Describe the people, animals and equipment that are found on a farm	• Explain that agriculture (farming) provides humans with basic needs						
ECOSYSTEMS AND THEIR INTERACTIONS 4.6	• Emerging	• Emerging	• Emerging	• Observe events that occur in a cycle	• Record and describe events that occur in a cycle						
THREATENED, ENDANGERED AND EXTINCT SPECIES 4.7	• Emerging	• Emerging	• Describe that some animals are no longer alive	• Identify some species that are extinct	• Identify why some animals and plants are extinct						
HUMANS AND THE ENVIRONMENT 4.8	• Emerging	• Emerging	• Name the type of housing in which she/he lives	• Identify types of shelters that humans use	• Explain that humans live in shelters dependent on the environment						
ENVIRONMENTAL LAWS AND REGULATIONS 4.9	• Emerging	• Emerging	• Emerging	• Discuss rules that protect the environment	• State rules that protect the environment						

SOCIAL STUDIES THINKING: CONNECTING TO COMMUNITIES

STANDARD 5.1: PRINCIPLES AND DOCUMENTS OF GOVERNMENT

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
5.1.1 SOURCES, PURPOSE AND FUNCTIONS OF LAW	<ul style="list-style-type: none"> Learn acceptable and unacceptable behavior 	<ul style="list-style-type: none"> Understand one word rules such as "no" or "stop" 	<ul style="list-style-type: none"> Follow rules with teacher support 	<ul style="list-style-type: none"> State rules and some consequences 	<ul style="list-style-type: none"> Explain the purpose of a rule
5.1.5 SYMBOLS AND HOLIDAYS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify a few American symbols such as the American flag, the Liberty Bell, George Washington 	<ul style="list-style-type: none"> Identify several American symbols

STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
5.2.1 CIVIC RIGHTS, RESPONSIBILITIES AND DUTIES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify self as a member of a family Identify other family members 	<ul style="list-style-type: none"> Display awareness of role as a member of a group Explain how community workers keep us healthy and safe 	<ul style="list-style-type: none"> Identify responsibilities at school Participate in activities that support the life of the classroom and/or school Identify community workers that exist in most or all communities
5.2.2 SOURCES AND RESOLUTION OF CONFLICT	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Expect emotion related to a problem or conflict 	<ul style="list-style-type: none"> Think about a problem and figure out a solution 	<ul style="list-style-type: none"> Identify one or two solutions to a problem Attempt to independently solve a conflict with a peer 	<ul style="list-style-type: none"> Identify the sources of conflict and disagreement and different ways conflict can be resolved

STANDARD 5.2: RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP *continued*

		INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
5.2.3	POLITICAL LEADERSHIP AND PUBLIC SERVICE	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Show interest in leadership opportunities	• Participate in leadership opportunities in the classroom		
5.2.4	COMPETENT AND RESPONSIBLE CITIZENS	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Describe how to be a responsible member of a class or other groups to which one belongs		

STANDARD 5.3: HOW GOVERNMENT WORKS

		INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
5.3.1	BRANCHES OF GOVERNMENT	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Identify positions of authority at school and community		

STANDARD 6.1: ECONOMIC SYSTEMS

		INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
6.1.2	TRADITIONAL, COMMAND AND MARKET ECONOMIES	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Recognize equal distribution	• Practice equal distribution		
6.1.3	MEASURES OF ECONOMIC ACTIVITY	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Emerging	• Demonstrate knowledge about community workers and their roles	• Identify the role of people in a community and what they do to make a living	• Describe with people work	

STANDARD 6.2: MARKETS AND THE FUNCTIONS OF GOVERNMENTS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
6.2.1 MARKET TRANSACTIONS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Define goods and consumers
6.2.3 FUNCTION OF MONEY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Demonstrate an awareness of the uses of money 	<ul style="list-style-type: none"> Identify and practice using money
6.2.5 CHANGES IN SUPPLY AND DEMAND	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Recognize that food products in the grocery store originate from other places 	<ul style="list-style-type: none"> Identify where some products are produced 	<ul style="list-style-type: none"> Develop an understanding of how goods and services are produced and distributed
6.2.11 IMPACT OF MEDIA ON THE COST AND BENEFITS OF DECISIONS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Define an advertisement

STANDARD 6.3: SCARCITY AND CHOICE

INFANT		YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
6.3.1 SCARCITY AND LIMITED RESOURCES	• Emerging	• Emerging	• Notice when there are expended materials or supplies and ask for more	• Understand that some resources and money are limited • Notice when materials are gone	• Distinguish between wants and needs and how money or materials should be used
6.3.3 ALLOCATION OF RESOURCES	• Emerging	• Emerging	• Emerging	• Share or offer items to others	• Practice distributing items fairly • Notice when materials are limited

STANDARD 6.4: ECONOMIC INTERDEPENDENCE

INFANT		YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
6.4.2 TRADE	• Emerging	• Emerging	• Emerging	• Emerging	• Trade materials based on wants and needs

STANDARD 6.5: WORK AND EARNINGS

INFANT		YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
6.5.1 FACTORS INFLUENCING WAGES	• Emerging	• Emerging	• Identify that adults go to work to earn money • Describe how money is needed to purchase materials	• Understand that adult earns money from working	• Explain that adult earns money from working to buy things that are wanted and needed • Describe that different jobs pay different amounts of money
6.5.3 TYPES OF BUSINESSES	• Emerging	• Emerging	• Identify that businesses provide goods or services	• Name businesses and their corresponding goods and services	• Define types of businesses
6.5.7 COSTS AND BENEFITS OF SAVING	• Emerging	• Emerging	• Emerging	• Practice saving money or tokens	• Identify what might be purchased by saving money

STANDARD 7.1: BASIC GEOGRAPHIC LITERACY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
7.1.1 GEOGRAPHIC TOOLS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Follow a pathway or roadway on a large car map 	<ul style="list-style-type: none"> Demonstrate a beginning understanding of maps as actual representations of places 	<ul style="list-style-type: none"> Identify the following geographic tools: map, globe and photographs
7.1.2 PLACES AND REGIONS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Describe the characteristics of his/her home and frequently visited locations 	<ul style="list-style-type: none"> Describe the types of homes and businesses located in the community

STANDARD 7.2: PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
7.2.1 PHYSICAL CHARACTERISTICS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify the characteristics of one's house Describe the locations of important areas within the home 	<ul style="list-style-type: none"> Describe the location of items/areas in the classroom and areas at home 	<ul style="list-style-type: none"> Locate and discuss places in the home, school and community

STANDARD 7.3: HUMAN CHARACTERISTICS OF PLACES AND REGIONS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
7.3.1 HUMAN CHARACTERISTICS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Begin to recognize own physical characteristics and those of others 	<ul style="list-style-type: none"> Identify some similarities and differences of personal and physical characteristics Demonstrate an appreciation of one's own characteristics and those of others 	<ul style="list-style-type: none"> Describe how individuals are unique and special Compare and contrast customs of families in communities around the world

STANDARD 7.4: INTERACTIONS BETWEEN PEOPLE AND THE ENVIRONMENT

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
7.4.1 IMPACT OF PHYSICAL SYSTEMS ON PEOPLE	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Recognize characteristics of their environment 	<ul style="list-style-type: none"> Recognize environmental changes can impact what people do 	<ul style="list-style-type: none"> Identify how environmental changes can impact people
7.4.2 IMPACT OF PEOPLE ON PHYSICAL SYSTEMS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Understand how to make simple technology work 	<ul style="list-style-type: none"> Understand that people can use technology to complete tasks

STANDARD 8.1: HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
8.1.1 CONTINUITY AND CHANGE OVER TIME	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Respond to changes in routines or schedule 	<ul style="list-style-type: none"> State periods of day when events occur 	<ul style="list-style-type: none"> Demonstrate understanding of a sequence of events Use words to describe time (yesterday, today, tomorrow) 	<ul style="list-style-type: none"> Understand chronological thinking through days, weeks, months, years (calendar time)
8.1.2 HISTORICAL COMPREHENSION AND INTERPRETATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Recognize changes in objects such as plants and trees over time 	<ul style="list-style-type: none"> Understand how things, people and places change over time 	<ul style="list-style-type: none"> Compare children and families of today with those in the past
8.1.3 RESEARCH	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Understand that information comes from many sources such as books, computer or newspapers 	<ul style="list-style-type: none"> Know where to go to locate information

HEALTH, WELLNESS AND PHYSICAL DEVELOPMENT: LEARNING ABOUT MY BODY

STANDARD 10.1-3: CONCEPTS OF HEALTH, HEALTHFUL LIVING AND SAFETY AND INJURY PREVENTION: HEALTHY AND SAFE PRACTICES

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
10.1-3.1 FUNDAMENTALS OF GOOD HEALTH	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Attempt or complete basic hygiene routines with adult support Recognize basic health care workers in books, pictures or photographs 	<ul style="list-style-type: none"> Attempt hygiene routines independently Name people who keep us healthy 	<ul style="list-style-type: none"> Practice basic hygiene routines with adult reminders Identify medicine and know that it is used to stay healthy Identify fundamental practices for good health Identify how people keep us healthy 	<ul style="list-style-type: none"> Demonstrate basic hygiene routines independently Discuss the role hygiene plays in keeping us healthy Identify how to use medicine safely Describe how fundamental practices keep us healthy Describe the people, practices and tools that keep us healthy
10.1-3.2 BODY AWARENESS	<ul style="list-style-type: none"> Point to or touch basic body parts when named by adult 	<ul style="list-style-type: none"> Find basic body parts when asked Name basic body parts 	<ul style="list-style-type: none"> Point or touch basic body parts when named by adult 	<ul style="list-style-type: none"> Identify and locate body parts Identify specific practices that support body development and function 	<ul style="list-style-type: none"> Describe function of basic body parts and organs Relate how healthy practices support body development and function
10.1-3.3 SAFE PRACTICES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Cooperate with basic safety practices 	<ul style="list-style-type: none"> Use basic safety practices Name people who keep us safe 	<ul style="list-style-type: none"> Identify and follow basic safety rules Identify how people help to keep us safe Identify the consequence of unsafe behavior 	<ul style="list-style-type: none"> Demonstrate and describe the importance of rules to assure safety Explain how to modify behavior to assure safe practice Describe the people, practices and tools that keep us safe
10.1-3.4 NUTRITION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Select from healthy food choices 	<ul style="list-style-type: none"> Name foods that keep us healthy Classify foods by their food group 	<ul style="list-style-type: none"> Identify how specific foods keep us healthy Identify the foods to include in specific food groups

STANDARD 10.4: PHYSICAL ACTIVITY: GROSS MOTOR COORDINATION

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
10.4.1 CONTROL AND COORDINATION	<ul style="list-style-type: none"> Develop control of head and back, progressing to arms and legs 	<ul style="list-style-type: none"> Control and coordinate movement of arms, legs and neck 	<ul style="list-style-type: none"> Combine and coordinate arm and leg movements when engaged in activity 	<ul style="list-style-type: none"> Combine large motor movements with the use of equipment Demonstrate coordination of body movements in active play Move and stop with control Perform a variety of movement skills alongside and with a partner 	<ul style="list-style-type: none"> Engage in independent large motor skills with control and coordination Demonstrate coordination of purposeful body movements Start and stop with control Perform movement skills in team or group games
10.4.2 BALANCE AND STRENGTH	<ul style="list-style-type: none"> Exhibit strength and balance in stationary body movements 	<ul style="list-style-type: none"> Exhibit balance and strength when moving from place to place 	<ul style="list-style-type: none"> Demonstrate strength and stamina when performing gross motor activities Engage in active play with a goal in mind 	<ul style="list-style-type: none"> Exhibit balance while moving on large motor equipment Show enthusiasm for mastery of gross motor movements through repetitive practice 	<ul style="list-style-type: none"> Exhibit balance, strength, stamina, and agility while engaged in active play Use mastered gross motor movements to learn new skills and engage in new activities

STANDARD 10.5: CONCEPTS, PRINCIPLES AND STRATEGIES OF MOVEMENT: FINE MOTOR DEVELOPMENT

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
10.5.1 STRENGTH, COORDINATION AND MUSCLE	<ul style="list-style-type: none"> Use hands to accomplish actions 	<ul style="list-style-type: none"> Twist the wrist to turn hands Hold an object with one hand and manipulate it with the other hand 	<ul style="list-style-type: none"> Twist wrist to accomplish a task Refine grasp to manipulate tools and objects 	<ul style="list-style-type: none"> Use hands, fingers and wrists to manipulate objects Practice manual self help skills 	<ul style="list-style-type: none"> Use dexterity to manipulate objects Demonstrate control and strength Complete manual self help skills independently
10.5.2 EYE/HAND COORDINATION	<ul style="list-style-type: none"> Demonstrate eye/hand coordination when eating or exploring objects 	<ul style="list-style-type: none"> Stack and/or nest toys and blocks Place objects into containers 	<ul style="list-style-type: none"> Build simple structures using small blocks Manipulate the pieces of a puzzle Pour and dump 	<ul style="list-style-type: none"> Coordinate eye and hand movements to perform a task 	<ul style="list-style-type: none"> Copy structure from a model or plans using a variety of block types and sizes Measure amounts of sand or water using tools
10.5.3 USE OF TOOLS	<ul style="list-style-type: none"> Manipulate basic utensils 	<ul style="list-style-type: none"> Use writing or drawing tools with limited coordination Use spoon and fork for eating 	<ul style="list-style-type: none"> Use writing or drawing tools with refined skill Use basic household or classroom tools 	<ul style="list-style-type: none"> Use writing and drawing implements with correct grip to make pictures, shapes and some letters Use classroom and household tools independently to accomplish a purpose 	<ul style="list-style-type: none"> Demonstrate control with writing and drawing implements to draw pictures, letters and words tasks Use tools with control and skill perform basic tasks Choose and use appropriate tool for appropriate task

LANGUAGE AND LITERACY DEVELOPMENT: READING, WRITING, SPEAKING AND LISTENING

STANDARD 1.1: LEARNING TO READ INDEPENDENTLY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.1.1 PURPOSES FOR READING	<ul style="list-style-type: none"> Demonstrate a beginning interest in pictures with colors, patterns and contrasts. 	<ul style="list-style-type: none"> Show a preference for favorite books or pages Demonstrate beginning book handling skills 	<ul style="list-style-type: none"> Independently seek books to read during free play Point to pictures or objects in books when asked 	<ul style="list-style-type: none"> Use a variety of text during play Select a variety of genre during play 	<ul style="list-style-type: none"> Read text for a variety of purposes Choose text based on identified need and purposes Identify different purposes for text
1.1.2 WORD RECOGNITION SKILLS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify some letters in own name Recognize symbols and logos in the environment 	<ul style="list-style-type: none"> Identify upper case letters Associate some names of letters with their shapes and sounds Differentiate words and letters Continue teacher-initiated word patterns Identify familiar words and environmental print 	<ul style="list-style-type: none"> Identify upper and lower case letters Associate the names of letters with their shapes and sounds Create words and letters Identify and produce a variety of patterned words Segment and blend sounds into words Identify basic sight words Decode and encode words in context
1.1.3 VOCABULARY DEVELOPMENT	<ul style="list-style-type: none"> Communicate with gestures, sounds or baby talk Use a few simple words to indicate family members or familiar objects Babble using word-like sounds 	<ul style="list-style-type: none"> Begin to speak in 2-word sentences, lacking sentence structure Use a subject and verb Ask questions about a story that is being read Understand about 200 words and use about 50 in everyday speech 	<ul style="list-style-type: none"> Use simple sentences with appropriate grammatical structure Understand as many as 900 words and use about 300 in everyday speech Carry on a conversation Speak in understandable words Use some personal pronouns 	<ul style="list-style-type: none"> Describe pictures in books using detail Practice new vocabulary with teacher assistance Match vocabulary to picture clues Use new vocabulary when speaking 	<ul style="list-style-type: none"> Describe pictures in detail using sentences Discuss unknown words and word meanings Use new vocabulary independently Recognize vocabulary words in print Apply new vocabulary to spoken and written language
1.1.4 COMPREHENSION AND INTERPRETATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Attend to a picture or section of a book when reading with an adult Answer simple questions about a story 	<ul style="list-style-type: none"> Respond to questions about a story Enact action word when asked Identify characters in story Make real-world connections between pictures and environment Relate story to personal experiences when asked 	<ul style="list-style-type: none"> Respond appropriately to directions and stories Use verbs to describe illustrations showing action Retell a simple story in sequence with picture support Identify story details through questioning Draw connections between story events and personal experiences 	<ul style="list-style-type: none"> Respond appropriately to directions, stories and conversations Describe illustrations showing action Retell and summarize a story Restate main ideas and important details from a story Draw connections between story events, personal experiences and other books Answer "why" questions
1.1.5 FLUENCY	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Recite rhymes, songs, and familiar text while using tracking Apply knowledge of letters, words, and sounds to read simple sentences 	<ul style="list-style-type: none"> Repeat modeled sentences after teacher Read phrases grouped by teacher Use phonics to decode words while reading Practice oral reading Recognize common sight words with automaticity

STANDARD 1.2: TEXT ANALYSIS AND EVALUATION

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.2.1 TEXT ANALYSIS AND EVALUATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Select a favorite text to be read 	<ul style="list-style-type: none"> Identify a book by its cover Identify main character Recall an event from a story Make an "I like" statement about a favorite book or story 	<ul style="list-style-type: none"> Identify title and author of story Identify characters in story Discuss events in book or story Explain reasons for liking or disliking a book or story with prompting 	<ul style="list-style-type: none"> Identify common features of text Compare and contrast characters Identify setting of a story Identify problem and solution of a story Compare new and familiar books and stories
1.2.2 TEXT ORGANIZATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Show interest in books or photos 	<ul style="list-style-type: none"> Demonstrate book handling skills 	<ul style="list-style-type: none"> Practice book handling skills Identify beginning and end of a story Practice tracking from top to bottom and left to right with scaffolding 	<ul style="list-style-type: none"> Develop book/print awareness Track consistently and correctly when reading or following along Identify beginning, middle and end of a story Identify the various types of text an author may use
1.2.3 FACT AND OPINION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Differentiate between real and make-believe State at least one important fact from informational text 	<ul style="list-style-type: none"> Identify facts in a selection Determine important facts from informational text
1.2.5 INFERENCES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use illustration clues and story sequence to infer and predict what happens next in a story Decide if predictions were confirmed 	<ul style="list-style-type: none"> Make predictions about story content using prior knowledge, title, illustrations and story sequence Explain whether or not predictions are confirmed or disconfirmed

STANDARD 1.3: READING, ANALYZING, AND INTERPRETING LITERATURE – FICTION AND NON-FICTION

	YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
1.3.1 LITERARY ANALYSIS AND EVALUATION	• Emerging	• Emerging	• Emerging	• Emerging	• Select favorite book from many by same author	• Compare and contrast books on a similar topic or by the same author		
1.3.2 LITERARY GENRES	• Emerging	• Emerging	• Emerging	• Emerging	• Identify a variety of literary genre with teacher support	• Create own examples of poetry, fiction and nonfiction with teacher support		
1.3.3 LITERARY ELEMENTS	• Emerging	• Emerging	• Emerging	• Recognize pictures of familiar characters in book	• Respond to questions about main characters, setting and events during a read aloud	• Describe the people, places, and things in a story • Respond to questions and/or initiate conversation about main characters, setting, events or plot of a story		
1.3.4 LITERARY DEVICES	• Emerging	• Emerging	• Emerging	• Emerging	• Recognize rhyming words in works of literature with teacher support	• Recognize rhyming patterns and alliterations when text is read aloud • Recognize different tones of stories		

STANDARD 1. 4: TYPES OF WRITING

		INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
1.4.1 NARRATIVE	• Emerging	• Emerging	• Emerging	• Tell a story about a picture • Describe how something works	• Create illustration and write about it	• Create a simple story using age appropriate writing skills					
	• Emerging	• Emerging	• Emerging	• Emerging	• Share information through pictures and dictated words	• Communicate information through writing					
1.4.2 INFORMATIONAL	• Emerging	• Emerging	• Emerging	• Emerging	• Share information through pictures and dictated words	• Communicate information through writing					

STANDARD 1.5: QUALITY OF WRITING

		INFANT		YOUNG TODDLER		OLDER TODDLER		PRE-KINDERGARTEN		KINDERGARTEN	
1.5.1 FOCUS	• Emerging	• Emerging	• Emerging	• Emerging	• Illustrate and /or tell about a specific topic	• Write about one specific topic					
	• Emerging	• Emerging	• Emerging	• Notice details in an illustration or picture	• Generate ideas for a picture, story or shared writing • Identify and/or create illustrations that depict story detail	• Generate ideas for writing • Include details about topic when writing • Match illustrations to writing					
1.5.2 CONTENT	• Emerging	• Emerging	• Emerging	• Emerging	• Write symbols, words or simple phrases that communicate an idea	• Write words or simple sentences in a logical order					

STANDARD 1.5: QUALITY OF WRITING

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.5.5 EDITING	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Examine beginning writing for errors with adult assistance Write pieces that reflect prior adult edits
1.5.6 CONVENTION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Choose from a variety of writing tools and surfaces during play Engage in tactile experiences creating letters and other forms 	<ul style="list-style-type: none"> Experiment with a variety of writing tools and surfaces Create letter forms using various materials Print letters in name using letter-like forms or conventional print 	<ul style="list-style-type: none"> Use a variety of writing tools and surfaces Demonstrate conventional penmanship Use correct spacing with scaffolding Include some punctuation with support

STANDARD 1.6: SPEAKING AND LISTENING

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.6.1 LISTENING SKILLS	<ul style="list-style-type: none"> Respond to adult verbalizations that indicate an understanding of what is being said Respond to repeated words or phrases Connect voice to specific person Follow simple direction 	<ul style="list-style-type: none"> Focus attention on speaker and attempt to imitate speech Respond to adults' requests showing understanding of what is being asked Follow a simple one step direction Understand descriptions of activities or events 	<ul style="list-style-type: none"> Demonstrate understanding of position words and events Follow two-step directions 	<ul style="list-style-type: none"> Listen and respond attentively to conversation Respond to an adult's questions 	<ul style="list-style-type: none"> Initiate and respond appropriately to conversations and discussions Ask a series of questions to gather additional information Follow three-step directions
1.6.2 SPEAKING SKILLS	<ul style="list-style-type: none"> Babble and begin to use single words 	<ul style="list-style-type: none"> Use 1-2 words to communicate 	<ul style="list-style-type: none"> Share experiences using simple 2-3 word combinations Speak to be understood by a familiar adult Participate in group rhymes and songs using a few words Ask "why" questions repeatedly 	<ul style="list-style-type: none"> Share experience when asked Recite rhymes, songs and familiar text in a group Answer questions Speak in simple sentences 	<ul style="list-style-type: none"> Share experiences daily Speak clearly enough to be understood by all audiences in complete, coherent sentences Recite rhymes, songs, and familiar text Ask and answer relevant questions
1.6.3 DISCUSSION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Communicate using sounds, words and gestures 	<ul style="list-style-type: none"> Enjoy conversing with others Ask "why" as a way to continue conversations 	<ul style="list-style-type: none"> Communicate using detail when relating personal experiences Pose questions and listen to ideas of others Contribute to class discussion 	<ul style="list-style-type: none"> Communicate using details when relating experiences and retelling of stories Apply listening and speaking strategies during discussions of stories and events Pose questions, listen to the ideas of others, and contribute own information in group discussion partner discussion
1.6.4 PRESENTATION	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Share information about an item of interest 	<ul style="list-style-type: none"> Deliver brief oral presentations about stories, familiar experiences and interests

STANDARD 1.7: CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.7.1 COMMUNICATING IN MORE THAN ONE LANGUAGE	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Use verbal and nonverbal language to have needs met 	<ul style="list-style-type: none"> Use verbal and nonverbal language to communicate needs and wants Repeat words heard in a foreign language 	<ul style="list-style-type: none"> Use verbal and nonverbal language to communicate for a variety of purposes Repeat a few words in a language other than native language 	<ul style="list-style-type: none"> Use verbal language supported by nonverbal gestures to communicate for a variety of purposes Practice speaking a few words in a language other than native language Relate meaning in native language to words in new language

STANDARD 1.8: RESEARCH

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.8.1 INQUIRY BASED PROCESS	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Ask questions about environmental observations, books that have been read or materials and activities Use the senses to investigate objects 	<ul style="list-style-type: none"> Ask questions about topics of personal interest to gain information 	<ul style="list-style-type: none"> Ask questions on a variety of topics
1.8.2 LOCATION OF INFORMATION AND CITING SOURCES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Locate information on identified topics using resources provided by teacher 	<ul style="list-style-type: none"> Locate information on identified topics with teacher guidance
1.8.3 ORGANIZATION AND FINAL PRODUCT	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Produce a simple project based on research with assistance 	<ul style="list-style-type: none"> Produce a project based on research and explain with assistance

STANDARD 1.9: INFORMATION, COMMUNICATION AND TECHNOLOGY LITERACY

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
1.9.1 MEDIA AND TECHNOLOGY RESOURCES	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Emerging 	<ul style="list-style-type: none"> Identify technology that can be used to gain information Use age appropriate computer program after training 	<ul style="list-style-type: none"> Use technology to gain information Use age appropriate computer program with little or no assistance

SOCIAL AND EMOTIONAL DEVELOPMENT

STANDARD 25.1: DEVELOP SENSE OF SELF (IDENTITY)

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
25.1.1 SELF AWARENESS	<ul style="list-style-type: none"> Cry or show pleasure or discontent when familiar adults come and go Recognize self in mirror 	<ul style="list-style-type: none"> Show preference for specific toys or objects Show displeasure when unable to exert influence on events Make simple choices Demonstrate fear or anxiety to strangers or unfamiliar people Show or express fear or dislike of previously accepted things or activities 	<ul style="list-style-type: none"> Use words that mean self when speaking, such as "Me do it" or "I can" Display possessiveness or jealousy towards others Enjoy opportunities to try new activities or materials Demonstrate strong preferences for people, toys and activities 	<ul style="list-style-type: none"> Demonstrate awareness of self and one's own preferences Know and state independent thoughts and feelings 	<ul style="list-style-type: none"> Demonstrate awareness of preferences and communicate them to others State complex thoughts and feelings
25.1.2 EMOTIONS UNDERSTAND	<ul style="list-style-type: none"> Use facial expressions to indicate emotions Express feelings through crying, smiling, laughing or cooing 	<ul style="list-style-type: none"> Show joy, pleasure and excitement when new things are learned Demonstrate a beginning sense of humor when interacting with others Use body to demonstrate emotions 	<ul style="list-style-type: none"> Express own ideas, interests and feelings through words or actions Act appropriately when others are happy, sad, angry or afraid 	<ul style="list-style-type: none"> Use socially-accepted ways to express emotions Recognize and label basic feelings 	<ul style="list-style-type: none"> Express emotions appropriately, modifying intensity of reaction as needed Recognize and label complex feelings
25.1.3 COMPETENCE	<ul style="list-style-type: none"> Show interest in objects or people around him Accept new toys or objects with interest Express interest in activities or objects by reaching 	<ul style="list-style-type: none"> Show pleasure at own actions Attach to one specific toy Ask for similar activities to be repeated over and over 	<ul style="list-style-type: none"> Demonstrate joy of own completed projects to adults Show preference for one or two toys Approach new experiences with interest 	<ul style="list-style-type: none"> Show pride in own accomplishments Choose materials and activities independently Participate in new experiences with confidence and independence 	<ul style="list-style-type: none"> Express pride in oneself and others' accomplishments Demonstrate self-direction in choosing a wide range of play and learning activities Attempt new activities and experiences with independence

STANDARD 25.2: SELF REGULATION

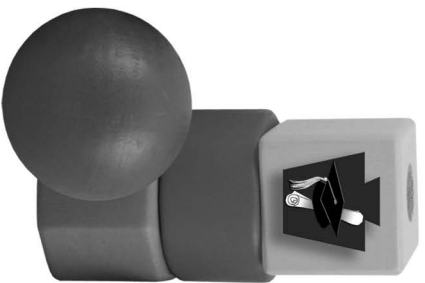
	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
25.2.1 EMOTIONAL REGULATION	<ul style="list-style-type: none"> Self-soothe by calming as being talked to, held, or rocked Show pleasure in familiar surroundings Withdraw when over-stimulated 	<ul style="list-style-type: none"> Demonstrate or seek comfort in daily routines, activities and adults Manage frustration with adult support Display intense emotions such as anger, outbursts or temper tantrums Demonstrate an individualized response to environmental surroundings 	<ul style="list-style-type: none"> Find comfort in rituals and routines Attempt to please adults Demonstrate a beginning understanding of own behavior Show a strong sense of self as a powerful doer by demonstrating pride in accomplishments Use social conventions such as please and thank you 	<ul style="list-style-type: none"> Ask for and accept offers of help when needed or appropriate Know when to withhold expression of feelings in certain situations Adjust to changes in routines and activities with guidance Begin to understand the consequences of own behavior 	<ul style="list-style-type: none"> Attempt to independently resolve a problem or conflict React appropriately in challenging or unique situations Manage most changes in routines and activities with a minimum of guidance and direction Understand the consequences of own behavior and its impact on others
25.2.2 BEHAVIORAL REGULATION	<ul style="list-style-type: none"> Develop a regular schedule for eating and sleeping Show preferences for foods or activities Amuse self for brief periods of time Use cause and effect to test impact of self on objects or things 	<ul style="list-style-type: none"> Attempt to perform self care activities independent of adult help Express preferences for particular foods, books, toys or people Interest or amuse self independently Test adult authority and limits by resisting adults' attempts to place boundaries regarding safety of self and others Respond appropriately when an adult identifies an unsafe practice 	<ul style="list-style-type: none"> Acquire self-toileting and feeding skills Show awareness of own abilities and interests Demonstrate autonomy by saying "No" but will submit and/or cooperate Show understanding of simple rules but will frequently break those rules to test boundaries Adjust to changes in routine Follow simple safety and classroom rules with teacher direction 	<ul style="list-style-type: none"> Demonstrate increased self reliance in self-care activities Follow the rules and routines in classroom and other settings with reminders Use materials with purpose, safety and respect Understand and follow simple classroom rules Make transitions between activities after warning Wait for teacher approval before acting in required situations Recognize unsafe situations and tell an adult Clean up or put away materials on own with teacher direction 	<ul style="list-style-type: none"> Perform self-care tasks independently Independently follow rules and routines in classrooms and other settings Independently use materials with purpose, safety and respect Understand and interpret rules and assure others follow them Make transitions between activities upon adult direction Demonstrate delayed personal gratification until appropriate time

STANDARD 25.3: PRO-SOCIAL RELATIONSHIPS WITH ADULTS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
25.3.1 TRUST	<ul style="list-style-type: none"> Respond to familiar adults' efforts to soothe and comfort Respond and attend to familiar adults' interactions 	<ul style="list-style-type: none"> Use gestures and simple words to express need to familiar adults for physical comfort Begin to verbally respond to adults' questions Respond to adults' interactions by smiling and imitating actions 	<ul style="list-style-type: none"> Ask for comfort from familiar adults when distressed Demonstrate comfort in playing when familiar adult is nearby but not in the immediate area Show interest in unfamiliar adults 	<ul style="list-style-type: none"> Seek help from familiar adults when needed Respond to familiar adults' questions and directions Engage in reciprocal conversation with familiar adults 	<ul style="list-style-type: none"> Solicit help from adults to accomplish specific tasks Respond, and appropriately question adults' directives for greater understanding Engage in reciprocal conversation with familiar and unfamiliar adults when appropriate
25.3.2 ATTACHMENT	<ul style="list-style-type: none"> Show affection for parents and other familiar adults Seek to be near familiar adults for attention and comfort 	<ul style="list-style-type: none"> Show an emotional connection to particular adults Demonstrate increasing ability to separate from familiar adults without distress Watch adults for their response to actions Display apprehension when an unfamiliar adult comes near 	<ul style="list-style-type: none"> Show affection to familiar adults Imitate familiar people's actions or words Repeat phrases or intonations of familiar adults Seek reassurance from familiar adults when trying new things 	<ul style="list-style-type: none"> Demonstrate affection for familiar adults through hugs, kisses or making gifts Separate from familiar adults in a familiar setting with minimal distress Show preference for one adult over another when more than one is present 	<ul style="list-style-type: none"> Show pleasure when interacting with specific adults Separate in some unfamiliar settings when other familiar people are nearby

STANDARD 25.4: PRO-SOCIAL RELATIONSHIPS WITH PEERS

	INFANT	YOUNG TODDLER	OLDER TODDLER	PRE-KINDERGARTEN	KINDERGARTEN
25.4.1 SOCIAL IDENTITY	<ul style="list-style-type: none"> Notice and pay attention to other children Repeat actions that elicit social responses from others Participate in simple back and forth play and interaction with peers 	<ul style="list-style-type: none"> Watch others play and imitate some of their actions Demonstrate possessiveness of toys or materials Play alongside another for brief periods Share materials or take turns occasionally with adult support 	<ul style="list-style-type: none"> Engage in play activities with others after watching Participate in short group activities Engage in play in a specific area after noticing a preferred peer is playing there Acquire specific friendships but need adult support to sustain them Begin to resolve conflicts with peers with adult guidance 	<ul style="list-style-type: none"> Imitate others' actions using social play or dramatic play situations Initiate play with 1 or 2 peers Play cooperatively with a few peers for sustained period of time Cooperate in both large and small group activities that are facilitated by adults Resolve some peer conflicts with adult guidance 	<ul style="list-style-type: none"> Engage in cooperative learning activities to complete a task Initiate play with 2-3 peers during free choice time Play cooperatively with 3 or 4 children for sustained periods of time Participate in cooperative large group activities with adult guidance Engage in games and activities that require adherence to rules
25.4.2 RESPECT AND EMPATHY	<ul style="list-style-type: none"> Observe others who are expressing a need or discomfort 	<ul style="list-style-type: none"> Attempt to soothe another who is distressed Engage in empathy and compassion in some situations Demonstrate fairness when interacting with others 	<ul style="list-style-type: none"> Recognize and name others' feelings Demonstrate compassion for others with adult support Begin to respond to others' preferences with adult help 	<ul style="list-style-type: none"> Respond with empathy to others who are upset Seek help from peers Share and take turns with adult guidance Respect feelings and belongings of peers Solve simple conflicts with peers with independence Demonstrate polite and respectful interactions Demonstrate respect for children's differences 	<ul style="list-style-type: none"> Recognize and label others' feelings Seek and accept help from peers Initiate sharing and turn-taking when appropriate Respect the feelings, rights and belongings of peers Engage peers in successful resolution of a problem Communicate in respectful ways to peers and adults Respect and understand others' differences in comparison to self



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