

Maryland Early Learning Standards Birth – 8 Years



Maryland State Department of Education
Division of Early Childhood Development

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EXECUTIVE SUMMARY

Early learning standards define the key aspects of development and learning that are the foundation for a child's school and life-long success. By outlining the expectations for what children should know and be able to do at different ages of early childhood, these standards represent the developmental and learning goals that early childhood administrators and educators strive to meet for the children they serve. While the progress of children toward the standards will vary depending on a variety of factors, the standards act as a guide for the pedagogical and programmatic decisions of early childhood programs and providers. Decisions related to curriculum, assessment, professional development and family engagement, among others, should be made with child progress toward the standards in mind.

For early childhood programs in Maryland, expectations are defined by a set of early learning standards that came from two sources: These are Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age and the Maryland College and Career-Ready Standards for Pre-K - 12.

Healthy Beginnings was developed by the Maryland Department of Education and provides early learning standards for children birth through three-years-old. The document is intended for use by families or early childhood practitioners living or working with infants or very young children (i.e., end of age four). The Maryland College and Career-Ready Standards were developed by the Maryland Department of Education to align to the K-12 Common Core standards that were adopted in 2010. The Maryland Early Learning Standards document includes the prekindergarten to grade 2 portion of the Maryland College and Career-Ready Standards.

In 2003, to help providers navigate the different standards, the Maryland Department of Education created a standards alignment document. The document was developed to illustrate that there was in fact strong commonality among the standards, and created a common frame of reference so providers could work collaboratively with families to meet expectations regardless of the funding stream or program setting. Since the creation of that document, however, new versions of two of the standards documents have been published. Healthy Beginnings replaced the Maryland Guidelines for Healthy Child Development and Care for Young Children, and the Maryland College and Career-Ready Standards replaced the Common Core Frameworks and the State Curriculum.

The full document provides an updated alignment based on the most recent versions of these early learning standards. The goal of this Executive Summary document is to provide examples from the standards in each of the content areas.

The areas include: Language and Literacy, Mathematics, Social Studies, Science, Health, Physical Education, Fine Arts and Social Foundations.

Domain: Language & Literacy

Strand: Reading Literature

Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., repeat repetitive phrases from a story).	Show comprehension by demonstrating understanding of text during and after reading (e.g., answer simple questions about a story).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a story is about).	A. Key Ideas & Details RL1: With modeling and prompting, answer questions about details in a text.	A. Key Ideas & Details RL1: With prompting and support, ask and answer questions about key details in a text	A. Key Ideas & Details RL1: Ask and answer questions about key details in a text.	A. Key Ideas & Details RL1: Ask and answer such questions as who, what, where, when, and how to demonstrate understanding in a text.

Domain: Language & Literacy Strand: Reading Literature Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a story).	Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a story while it is being read).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	A. Key Ideas & Details RL2: With modeling and support, retell familiar stories/poems.	A. Key Ideas & Details RL2: With prompting and support, retell familiar stories, including key details.	A. Key Ideas & Details RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	A. Key Ideas & Details RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Domain: Language & Literacy

Strand: Reading Literature

Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).	Demonstrate vocabulary and comprehension by listening with interest and displaying understanding (e.g., perform an action shown in a book).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., begin to understand that stories can be acted out).	A. Key Ideas & Details RL3: With modeling and support, identify characters, settings and major events in a story.	A. Key Ideas & Details RL3: With prompting and support, identify characters, settings, and major events in a story.	A. Key Ideas & Details RL3: Describe characters, settings, and major events in a story, using key details.	A. Key Ideas & Details RL3: Describe how characters in a story respond to major events and challenges.

Domain: Language & Literacy Strand: Reading Literature Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from books).	Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in a book, and describe actions).	Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).	A. Craft & Structure RL4: With modeling and support, answer questions about unknown words in stories and poems.	A. Craft & Structure RL4: Ask and answer questions about unknown words in a text.	A. Craft & Structure RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	A. Craft & Structure RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Domain: Language & Literacy

Strand: Reading Literature

Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).	Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and non-fiction materials).	A. Craft & Structure RL5: Gain exposure to common types of literary texts (e.g., storybooks, poems).	A. Craft & Structure RL5: Recognize common types of texts (e.g., storybooks, poems).	A. Craft & Structure RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	A. Craft & Structure RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Domain: Language & Literacy Strand: Reading Literature Standard: Assess how point of view or purpose shapes the content and style of a text.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).	Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).	A. Craft & Structure RL6: With modeling and support, identify the role of author and illustrator.	A. Craft & Structure RL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	A. Craft & Structure RL6: Identify who is telling the story at various points in a text.	A. Craft & Structure RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Domain: Language & Literacy

Strand: Reading Literature

Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).	Recognize that symbols have corresponding meaning (e.g., find favorite cereal by the picture on a box).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	A. Integration of Knowledge & Ideas RL7: With modeling and support, tell how the illustrations support the story.	A. Integration of Knowledge & Ideas RL7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	A. Integration of Knowledge & Ideas RL7: Use illustrations and details in a story to describe its characters, setting, or events.	A. Integration of Knowledge & Ideas RL7: Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

Domain: Language & Literacy Strand: Reading Literature Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			A. Integration of Knowledge & Ideas RL9: With modeling and support, compare adventures and experiences of characters in familiar stories.	A. Integration of Knowledge & Ideas RL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	A. Integration of Knowledge & Ideas RL9: Compare and contrast the adventures and experiences of characters in stories.	A. Integration of Knowledge & Ideas RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Domain: Language & Literacy

Strand: Reading Literature

Standard: Read and comprehend complex literary and informational texts independently and proficiently.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a story).	Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a story while you are reading).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a story is about).	A. Range of Reading and Level of Text Complexity RL10: Actively engage in group reading activities with purpose and understanding.	A. Range of Reading and Level of Text Complexity RL10: Actively engage in group reading activities with purpose and understanding.	A. Range of Reading and Level of Text Complexity RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	A. Range of Reading and Level of Text Complexity RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Domain: Language & Literacy Strand: Reading Informational Text Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., point to and name several pictures in a book).	Show comprehension by demonstrating understanding of text during and after reading (e.g., answer simple questions about a book).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a book is about).	A. Key Ideas & Details RI1: With modeling and support, answer questions about details in an informational text.	A. Key Ideas & Details RI1: With prompting and support, ask and answer questions about key details in a text.	A. Key Ideas & Details RI1: Ask and answer questions about key details in a text.	A. Key Ideas & Details RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas in a text.

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a book).	Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while it is being read).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	A. Key Ideas & Details RI2: With modeling and support, recall one or more detail(s) related to the main topic from an informational text.	A. Key Ideas & Details RI2: With prompting and support, identify the main topic and retell key details of a text.	A. Key Ideas & Details RI2: Identify the main topic and retell key details of a text.	A. Key Ideas & Details RI2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Domain: Language & Literacy Strand: Reading Informational Text Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text. Learning Progression: Story/Text Comprehension						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).	Demonstrate vocabulary and comprehension by listening with interest and displaying understanding (e.g., perform an action shown in a book).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., make up a story about a book).	A. Key Ideas & Details RI3: With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	A. Key Ideas & Details RI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	A. Key Ideas & Details RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	A. Key Ideas & Details RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from books).	Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in a book, and describe actions).	Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).	A. Craft & Structure RI4: With modeling and support, answer questions about unknown words in a text.	A. Craft & Structure RI4: With prompting and support, ask and answer questions about unknown words in a text.	A. Craft & Structure RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	A. Craft & Structure RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Domain: Language & Literacy Strand: Reading Informational Text Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).	Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and non-fiction materials).	A. Craft & Structure RI5: With modeling and support identify the front cover, and back cover of a book.	A. Craft & Structure RI5: Identify the front cover, back cover, and title page of a book.	A. Craft & Structure RI5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	A. Craft & Structure RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Assess how point of view or purpose shapes the content and style of a text.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., learn some simple words and phrases from familiar books).	Show comprehension by demonstrating understanding of text during and after reading (e.g., listen to fiction and non-fiction materials).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).	A. Craft & Structure RI6: With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.	A. Craft & Structure RI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	A. Craft & Structure RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	A. Craft & Structure RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Domain: Language & Literacy Strand: Reading Informational Text Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., begin to identify simple pictures or familiar people).	Recognize that symbols have corresponding meaning (e.g., find favorite cereal by the picture on a box).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	<p>A. Integration of Knowledge and Ideas</p> <p>RI7: With modeling and support, tell how the illustrations/photographs support the text.</p>	<p>A. Integration of Knowledge and Ideas</p> <p>RI7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>A. Integration of Knowledge and Ideas</p> <p>RI7: Use the illustrations and details in a text to describe its key ideas.</p>	<p>A. Integration of Knowledge and Ideas</p> <p>RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a book).	Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while it is being read).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., ask and answer questions about a book).	A. Integration of Knowledge and Ideas RI8: With modeling and support identify the reasons an author gives to support points in a text.	A. Integration of Knowledge and Ideas RI8: With prompting and support, identify the reasons an author gives to support points in a text.	A. Integration of Knowledge and Ideas RI8: Identify the reasons an author gives to support points in a text.	A. Integration of Knowledge and Ideas RI8: Describe how reasons support specific points the author makes in a text.

Domain: Language & Literacy Strand: Reading Informational Text Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			A. Integration of Knowledge and Ideas RI9: With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	A. Integration of Knowledge and Ideas RI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	A. Integration of Knowledge and Ideas RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	A. Integration of Knowledge and Ideas RI9: Compare and contrast the most important points presented by two texts on the same topic.

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Read and comprehend complex literary and informational texts independently and proficiently.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases (e.g., answer simple questions about details in a book).	Show comprehension by demonstrating understanding of text during and after reading (e.g., ask and/or answer questions about a book while you are reading).	Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a book is about).	A. Range of Reading and Level of Text Complexity RI10: Actively engage in group reading activities with purpose and understanding.	A. Range of Reading and Level of Text Complexity RI10: Actively engage in group reading activities with purpose and understanding.	A. Range of Reading and Level of Text Complexity RI10: With prompting and support, read informational texts appropriately complex for grade 1.	A. Range of Reading and Level of Text Complexity RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Domain: Language & Literacy Strand: Reading Foundational Skills Standard: RF1 Demonstrate understanding of the organization and basic features of print.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).	Recognize that symbols have corresponding meaning (e.g., put toys away in correctly labeled bins or shelves).	Recognize that symbols have corresponding meaning (e.g., sing the alphabet song, pointing to the letters).	<p>A. Print Concepts</p> <p>RF1.a: Demonstrate an awareness that words are read from left to right, top to bottom and page by page.</p> <p>RF1.b: Recognize that spoken words can be written and read.</p> <p>RF1.c: Understand that words are separated by spaces in print.</p> <p>RF1.d: Recognize and name some upper and lowercase letters of the alphabet.</p>	<p>A. Print Concepts</p> <p>RF1.a: Follow words from left to right, top to bottom, and page by page.</p> <p>RF1.b: Recognize that spoken words are represented in written language by <u>specific sequences</u> of letters.</p> <p>RF1.c: Understand that words are separated by spaces in print.</p> <p>RF1.d: Recognize and name all upper and lowercase letters of the alphabet.</p>	<p>A. Print Concepts</p> <p>RF1.a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	

Domain: Language & Literacy

Strand: Reading Foundational Skills

Standard: RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Recognize and react to the sounds of language (e.g., point or make sounds when looking at books; enjoy, and occasionally join in simple songs).	Become aware of the sounds of spoken language (e.g., sing simple and familiar songs with a group or individually, identify environmental sounds such as a doorbell, fire engine, or water running).	Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song, draw attention to parts of words such as syllables by moving or clapping).	A. Phonological Awareness RF2.a: Recognize rhyming words in spoken language. RF2.b: Identify and isolate individual words in a spoken sentence. RF2.c: Count, pronounce, blend, and segment syllables in spoken words. RF2.d: Blend and segment onsets and rimes of single-syllable spoken words.	A. Phonological Awareness RF2.a: Recognize and produce rhyming words. RF2.b: Count, pronounce, blend, and segment syllables in spoken words. RF2.c: Blend and segment onsets and rimes of single-syllable spoken words. RF2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*	A. Phonological Awareness RF2.a: Distinguish long from short vowel sounds in single-syllable words. RF2.b: Orally produce single-syllable words by blending sounds (phonemes). RF2.c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF2.d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	

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			<p>RF2.e: Isolate and pronounce the initial sound in spoken words.</p> <p>RF2.f: Orally blend and segment individual phonemes in two- to-three phoneme words.</p>	<p>(This does not include CVCs ending with /l/, /r/, or /x/)</p> <p>RF2.e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>		
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Domain: Language & Literacy

Strand: Reading Foundational Skills

Standard: Know and apply grade-level phonics and word analysis skills in decoding words.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Recognize and react to the sounds of language (e.g., point or make sounds when looking at books, move rhythmically to familiar songs).	Recognize that symbols have corresponding meaning (e.g., use the stop sign in play with a car set, recognize familiar symbols such as hospital or library).	Recognize that symbols have corresponding meaning (e.g., look for and identify familiar logos or signs, find own name card on a carpet square and sit there).	<p>A. Phonics & Word Recognition</p> <p>RF3.a: Recognize that words are made up of letters and their sounds.</p> <p>RF3.b: Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.</p> <p>RF3.c: Recognize name in print as well as some environmental print (symbols/words).</p>	<p>A. Phonics & Word Recognition</p> <p>RF3.a: Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.</p> <p>RF3.b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>RF3.c: Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RF3.d: Distinguish between similarly spelled words by</p>	<p>A. Phonics & Word Recognition</p> <p>RF3.a: Know the spelling-sound correspondence for common consonant digraphs.</p> <p>RF3.b: Decode regularly spelled one-syllable words.</p> <p>RF3.c: Know final- and common vowel team conventions for representing long vowel sounds.</p> <p>RF3.d: Use knowledge that every syllable must</p>	<p>A. Phonics & Word Recognition</p> <p>RF3.a: Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RF3.b: Know sound-spelling correspondences for additional common vowel teams.</p> <p>RF3.c: Decode regularly spelled two-syllable words with long vowels.</p> <p>RF3.d: Decode words with common prefixes</p>

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				<p>identifying the sounds of the letter that differ.</p>	<p>have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF3.e: Decode two-syllable words following basic patterns by breaking the words into syllables</p> <p>RF3.f: Read words with inflectional endings.</p> <p>RF3.g: Recognize and read grade-appropriate irregularly spelled words.</p>	<p>and suffixes.</p> <p>RF3.e: Identify words with inconsistent but common spelling-sound correspondences.</p> <p>RF3.f: Recognize and read grade-appropriate irregularly spelled words.</p>
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Domain: Language & Literacy

Strand: Reading Foundational Skills

Standard: Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., listen quietly to the story, and ask for it to be read again; learn some simple words and phrases from rhymes that are heard repeatedly).	Begin to develop fluency by imitative reading (e.g., ask for the same favorite book over and over again, recite a familiar nursery rhyme, poem or finger play with expression).	Begin to develop fluency by imitative reading (e.g., listen to models of fluent reading, ask to reread a favorite story, remembering the funny ending and telling it as you start to read).	A. Fluency RF4: Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.	A. Fluency RF4: Read emergent-reader texts with purpose and understanding.	A. Fluency RF4: Read with sufficient accuracy and fluency to support comprehension. RF4.a: Read on-level text with purpose and understanding. RF4.b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RF4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	A. Fluency RF4: Read with sufficient accuracy and fluency to support comprehension. RF4.a: Read on-level text with purpose and understanding. RF4.b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RF4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Domain: Language & Literacy Strand: Writing Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).	Recognize that drawings, paintings and writing are meaningful representations (e.g., pretend to write a letter by scribbling on a paper and “reading” it out loud).	Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).	A. Text Types and Purposes W1: With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.	A. Text Types and Purposes W1: Use a combination of drawing, dictating, and writing to <u>compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.....).</u>	A. Text Types and Purposes W1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	A. Text Types and Purposes W1: Write opinion pieces in which they <u>introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</u>

Domain: Language & Literacy

Strand: Writing

Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).	Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).	Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., pretend to take your order while playing restaurant by scribbling on a pad with a pencil).	A. Text Types and Purposes W2: Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.	A. Text Types and Purposes W2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	A. Text Types and Purposes W2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	A. Text Types and Purposes W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Domain: Language & Literacy Strand: Writing Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).	Recognize that drawings, paintings and writing are meaningful representations (e.g., intentionally make a mark on a piece of paper).	Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., make a picture of self with lines coming out of the bottom and sides of a circle).	<p>A. Text Types & Purposes</p> <p>W3: With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p>	<p>A. Text Types & Purposes</p> <p>W3: Use combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>A. Text Types & Purposes</p> <p>W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>A. Text Types & Purposes</p> <p>W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

Domain: Language & Literacy

Strand: Writing

Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			A. Production and Distribution of Writing W5: With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	A. Production and Distribution of Writing W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	A. Production and Distribution of Writing W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	A. Production and Distribution of Writing W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed.

Domain: Language & Literacy						
Strand: Writing						
Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).	Recognize that drawings, paintings and writing are meaningful representations (e.g., make a picture of with lines coming out of the bottom and sides of a circle and tell you that it is him).	Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., show a friend his picture on a wall).	A. Production and Distribution of Writing W6: With prompting and support from adults, explore a variety of digital tools to express ideas.	A. Production and Distribution of Writing W6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.	A. Production and Distribution of Writing W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	A. Production and Distribution of Writing W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Domain: Language & Literacy

Strand: Writing

Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			A. Research to Build and Present Knowledge W7: Participate in shared research and shared writing projects.	A. Research to Build and Present Knowledge W7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	A. Research to Build and Present Knowledge W7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.	A. Research to Build and Present Knowledge W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Domain: Language & Literacy Strand: Writing Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			A. Research to Build and Present Knowledge W8: With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.	A. Research to Build and Present Knowledge W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	A. Research to Build and Present Knowledge W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	A. Research to Build and Present Knowledge W8: Recall information from experiences or gather information from provided sources to answer a question.

Domain: Language & Literacy

Strand: Speaking & Listening

Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Communicate using consistent sounds, words, and gestures (e.g., use single words such as “no” and “bye” appropriately, shake head yes when asked, “Are you ready to go outside?”).	Enter into a conversation (e.g., repeat what has just been said, or make up a story to be part of the conversation; interrupt or talk over other people’s conversation).	Have more meaningful conversations with peers and adults (e.g., offer own information in a group story or discussion about a visit by the firefighters, talk to a friend or caregiver, an imaginary friend, or the dolls and toys that he is playing with).	<p>A. Comprehension and Collaboration</p> <p>SL1: Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).</p> <p>SL1.b: During scaffolded conversations, continue a conversation through multiple exchanges.</p>	<p>A. Comprehension and Collaboration</p> <p>SL 1: Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL1.b: Continue a conversation through multiple exchanges.</p>	<p>A. Comprehension and Collaboration</p> <p>SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL1.b: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>A. Comprehension and Collaboration</p> <p>SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL1.a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL1.b: Build on others’ talk in conversation by linking their comments to the remarks of others.</p>

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					SL1.c: Ask questions to clear up any confusion about the topics and texts under discussion.	SL1.c: Ask for clarification and further explanation as needed about the topics and texts under discussion.
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Domain: Language & Literacy

Strand: Speaking & Listening

Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Show more interest in speech (e.g., respond to one step direction such as “Come to mommy,” point to the cat in a book when you say, “Where is the cat?”).	Use words and some common rules of speech to express ideas and thoughts (e.g., ask questions about the story as well as naming objects).	Demonstrate active listening skills (e.g., ask questions about what has been heard).	A. Comprehension and Collaboration SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.	A. Comprehension and Collaboration SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	A. Comprehension and Collaboration SL2: Ask and answer questions about key details in a text read aloud or presented orally or through other media.	A. Comprehension and Collaboration SL2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Domain: Language & Literacy Strand: Speaking & Listening Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Communicate using consistent sounds, words, and gestures (e.g., try to mimic words when prompted, begin to put two words together in a phrase).	Demonstrate active listening strategies (e.g., listen for short periods of time, begin to ask questions).	Show understanding and respond to simple directions and requests (e.g., begin to ask "how" and "why" questions).	A. Comprehension and Collaboration SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	A. Comprehension and Collaboration SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	A. Comprehension and Collaboration SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	A. Comprehension and Collaboration SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Domain: Language & Literacy

Strand: Speaking & Listening

Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Communicate using consistent sounds, words, and gestures (e.g., start to put words together in phrases such as “ma-ma bye bye”).	Use words and some common rules of speech to express ideas and thoughts (e.g., use descriptive language to tell you what he wants).	Demonstrate active listening skills (e.g., retell, and relate to what has been heard).	A. Presentation of Knowledge and Ideas SL4: Describe familiar people, places, things, and events with modeling and support.	A. Presentation of Knowledge and Ideas SL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	A. Presentation of Knowledge and Ideas SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	A. Presentation of Knowledge and Ideas SL4: Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

Domain: Language & Literacy Strand: Speaking & Listening Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., begin to participate in songs and rhymes by smiling, clapping, or making noise).	Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).	Use writing utensils for scribble and drawings (e.g., begin to draw representations of people and objects).	<p>A. Presentation of Knowledge and Ideas</p> <p>SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.</p>	<p>A. Presentation of Knowledge and Ideas</p> <p>SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.</p>	<p>A. Presentation of Knowledge and Ideas</p> <p>SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>A. Presentation of Knowledge and Ideas</p> <p>SL5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>

Domain: Language & Literacy

Strand: Speaking & Listening

Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Communicate using consistent sounds, words, and gestures (e.g., get upset when adults don't understand what he says, begin to put two words together into a phrase).	Use words and some common rules of speech to express ideas and thoughts (e.g., speak clearly enough to be understood without mumbling or running sounds together).	Use more conventions of speech when speaking (e.g., not pronounce all of his words correctly, but be easily understood most of the time).	A. Presentation of Knowledge and Ideas SL6: With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	A. Presentation of Knowledge and Ideas SL6: Speak audibly and express thoughts, feelings, and ideas clearly.	A. Presentation of Knowledge and Ideas SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 27 for specific expectations).	A. Presentation of Knowledge and Ideas SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 27 and 28 for specific expectations).

Domain: Language & Literacy						
Strand: Language						
Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Start to understand and use common rules of speech (e.g., use simple gestures such as shaking head for “no” or waving “bye bye”).	Use words and some common rules of speech to express ideas and thoughts (e.g., use the words I, we, he, and she in sentences, use some uncommon plurals such as “foots” instead of “feet”).	Use more conventions of speech when speaking (e.g., use ‘s’ at the end of plurals and ‘ed’ for past tense, use plurals, pronouns and possessive words such as “my” and “his”).	<p>A. Conventions of Standard English</p> <p>L1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).</p> <p>L1.a: Print upper and lowercase letters in first name.</p> <p>L1.b: Use frequently occurring nouns and verbs.</p> <p>L1.c: Develop understanding of</p>	<p>A. Conventions of Standard English</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L1.a: Print many upper and lowercase letters.</p> <p>L1.b: Use frequently occurring nouns and verbs.</p> <p>L1.c: Form regular plural nouns orally</p>	<p>A. Conventions of Standard English</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L1.a: Print all upper- and lowercase letters.</p> <p>L1.b: Use common, proper, and possessive nouns.</p> <p>L1.c: Use singular and plural nouns</p>	<p>A. Conventions of Standard English</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L1.a: Use collective nouns (e.g., group).</p> <p>L1.b: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L1.c: Use reflexive pronouns (e.g.,</p>

			<p>singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).</p> <p>L1.d: Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).</p> <p>L1.e: Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L1.f: Produce complete sentences in shared language activities.</p>	<p>by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>L1.d: Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).</p> <p>L1.e: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L1.f: Produce and expand complete sentences in shared language activities.</p>	<p>with matching verbs in basic sentences (e.g., He hops, we hop).</p> <p>L1.d: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they them their; anyone, everything).</p> <p>L1.e: Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; today I walk home; tomorrow I will walk home).</p> <p>L1.f: Use frequently occurring adjectives.</p>	<p>myself, ourselves).</p> <p>L1.d: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L1.e: Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L1.f: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
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					<p>L1.g: Use frequently occurring conjunctions (e.g., and, but, or, so because).</p> <p>L1.h: Use determiners (e.g., articles, demonstratives).</p> <p>L1.i: Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L1.j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.</p>	
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Domain: Language & Literacy

Strand: Language

Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Explore drawing, painting and writing as a way of communicating (e.g., explore using markers, crayons, chalk to draw and write).	Recognize that drawings, paintings and writing are meaningful representations (e.g., pretend to write a letter by scribbling on a paper and “reading” it out loud).	Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).	L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences. L2.a Recognize that their name begins with a capital letter. L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point). L2.c Use letter-like shapes, symbols, letters, and words to convey meaning. L2.d Develop fine motor skills necessary to control	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L2.a Capitalize the first word in a sentence and the pronoun I. L2.b Recognize and name end punctuation. L2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). L2.d Spell simple words phonetically, drawing on	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L2.a Capitalize dates and names of people. L2.b Use end punctuation for sentences. L2.c Use commas in dates and to separate single words in a series. L2.d Use conventional spelling for words	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L2.a Capitalize holidays, product names, and geographic names. L2.b Use commas in greetings and closings of letters. L2.c Use an apostrophe to form contractions and frequently occurring possessives. L2.d Generalize learned spelling patterns when

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			and sustain handwriting.	knowledge of sound-letter relationships.	with common spelling patterns and for frequently occurring irregular words	writing words (e.g., cage badge; boy boil).
				L2.e Produce handwriting that is legible to the audience.	L2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Domain: Language & Literacy

Strand: Language

Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
		L3: (Begins in grade 2.)	A. Knowledge of Language L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L3.a: Compare formal and informal uses of English.			

Domain: Language & Literacy Strand: Language Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., learn new words and phrases from those frequently used by the adults and children around him).	Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in the books read, and describe actions, repeat words heard in the environment).	Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).	<p>A. Vocabulary Acquisition and Use</p> <p>L4: Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.</p>	<p>A. Vocabulary Acquisition and Use</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L4.a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck).</p> <p>L4.b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an</p>	<p>A. Vocabulary Acquisition and Use</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and context, choosing flexibly from an array of strategies.</p> <p>L4.a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L4.b: Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>A. Vocabulary Acquisition and Use</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L4.a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L4.b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>

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				unknown word.	<p>L4.c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>L4.c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L4.d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L4.e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
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Domain: Language & Literacy Strand: Language Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>L5: With modeling and support from adults, explore word relationships and nuances in word meanings.</p> <p>L5.a: With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L5.b: With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L5.c: Identify real-life connections between words and their use (e.g., note objects in classroom that are small).</p>	<p>L5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L5.a: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L5.b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L5.c: Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L5.a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L5.b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>L5.c: Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L5.a: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L5.b: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>

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				L.5.d: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings.	L.5.d: Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	
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Domain: Language & Literacy

Strand: Language

Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself (e.g., learn new words and phrases from those frequently used by the adults and children around him).	Develop vocabulary, language usage and some conventions of speech (e.g., name an increasing number of objects in the books read, and describe actions, repeat words heard in the environment).	Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).	L6: Use words and phrases acquired through conversation, being read to, and responding to text.	L6: Use words and phrases acquired through conversation, reading and being read to, and responding to text.	L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Domain: Mathematics

Strand: Counting and Cardinality

Standard: Know number names and the count sequence.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
	Show beginning interest in quantity and number relationships (e.g., will give two crackers when asked, “Can I have two crackers?”).	Show beginning interest in numerals and counting (e.g., recognize and name the numerals in a counting book).	A. Know Number Names and the Count Sequence PK.CC.1: Count verbally to ten by ones. PK.CC.2: Recognize the concept of just after or just before a given number in the counting sequence up to ten. PK.CC.3: Identify written numerals 0-10.	A. Know Number Names and the Count Sequence K.CC.1: Count to 100 by ones and by tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at one). K.CC.3: Write numbers from zero to twenty. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		

Domain: Mathematics Strand: Counting and Cardinality Standard: Count to tell the number of objects.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
	<p>Show beginning interest in quantity and number relationships (e.g., complain that a friend has more orange slices than he does).</p>	<p>Show beginning interest in numerals and counting (e.g., proudly show that he can count three objects, count the name cards to see if there is room for him in a given play center where only four children may play at a time).</p>	<p>A. Count to Tell the Number of Objects</p> <p>PK.CC.4: Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>PK.CC.4b: Recognize that the last number name said tells the number of objects counted.</p>	<p>A. Count to Tell the Number of Objects</p> <p>K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4b: Understand that the last number name said tells the number of objects counted. The number of objects is the same</p>		

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			<p>PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>PK.CC.5: Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use</p>	<p>regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4c: Understand that each successive number name refers to a quantity that is one larger. Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5: Count to answer “how many?” questions about as many as twenty things arranged in a line, a rectangular array, or a circle, or as many as ten things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.CC.6: Identify whether the number of objects in one group is greater than, less</p>		
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			<p>one to five objects).</p> <p>A. Compare Quantities</p> <p>PK.CC.7: Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).</p>	<p>than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to ten objects).</p> <p>A. Compare Numbers</p> <p>K.CC.7: Compare two numbers between one and ten presented as written numerals.</p>		
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Domain: Mathematics

Strand: Operations & Algebraic Thinking

Standard: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
		<p>Show interest in quantity, measuring and number relationships (e.g., sing “Five Little Monkeys jumping on the Bed” and know that the next number is one less than the one before).</p>	<p>A. Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From</p> <p>PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, or verbal explanations (up to five).</p>	<p>A. Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From</p> <p>K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations, expressions, or equations.</p>	<p>A. Represent and Solve Problems Involving Addition and Subtraction</p> <p>1.OA.1: Use addition and subtraction within twenty to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>A. Represent and Solve Problems Involving Addition and Subtraction</p> <p>2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>A. Add and Subtract Within Twenty</p>

			<p>PK.OA.2: Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).</p>	<p>K.OA.2: Solve addition and subtraction word problems, and add and subtract within ten (e.g., by using objects or drawings to represent the problem).</p>	<p>1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to twenty (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).</p>	<p>2.OA.2: Fluently add and subtract within twenty using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>
			<p>PK.OA.3: For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.</p>	<p>K.OA.3: Decompose numbers less than or equal to ten into pairs in more than one way, e.g., by using objects or drawing, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p>	<p>A. Understand and Apply Properties of Operations and Relationship Between Addition and Subtraction</p>	<p>A. Work with Equal Groups of Objects to Gain Foundations for Multiplication</p>
				<p>K.OA.3: Decompose numbers less than or equal to ten into pairs in more than one way, e.g., by using objects or drawing, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p>	<p>1.OA.3: Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties).</p> <p><i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition) To add 2</i></p>	<p>2.OA.3: Determine whether a group of objects (up to twenty) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>

				<p>K.OA.4: For any number from one to nine, find the number that makes ten when added to the given number (e.g., by using objects or drawings and record the answer with a drawing or equation).</p> <p>K.OA.5: Fluently add and subtract within five.</p>	<p>+ 6 + 4, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10$, which equals 12. (Associative property of addition.)</p> <p>1.OA.4: Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i></p> <p>A. Add and Subtract Within Twenty</p> <p>1.OA.5: Relate counting to addition and subtraction (e.g., by counting on two to add two).</p> <p>1.OA.6: Add and subtract within twenty, demonstrating fluency for addition and subtraction within ten. Use</p>	<p>2.OA.4: Use addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends.</p>
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					<p>strategies such as counting on, making ten (e.g. $8 + 6 = 8 + 2 + 4$, which leads to $10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1$, which leads to $10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1$, which equals 13).</p> <p>A. Work with addition and subtraction equations.</p> <p>1.OA.7: Understand the meaning of the equal sign, and determine if equations involving</p>	
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					<p>addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i></p> <p>1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the question true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.</i></p>	
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Domain: Mathematics Strand: Number and Operations in Base Ten Standard: Work with numbers to gain foundations for place value.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>A. Work with Numbers 0-10 to Gain Foundations for Place Value</p> <p>PK.NBT.1: Investigate the relationship between ten ones and ten.</p>	<p>A. Work with Numbers 11-19 to Gain Foundations for Place Value</p> <p>K.NBT.1: Compose and decompose numbers from eleven to nineteen into ten ones and some further ones (e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation - such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>A. Extend the Counting Sequence</p> <p>1.NBT.1: Count to 120 starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	

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					<p>A. Understand Place Value</p> <p>1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>1.NBT.2a: Understand the following as a special case: 10 can be thought of as a bundle of ten ones -- called a "ten."</p> <p>1.NBT.2b: Understand the following as a special case: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>	<p>A. Understand Place Value</p> <p>2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>2.NBT.1a: Understand the following as a special case: 100 can be thought of as a bundle of ten tens -- called a "hundred."</p> <p>2.NBT.1b: Understand the following as a special case: The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and zero tens and zero ones).</p>
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					<p>1.NBT.2c: Understand the following as a special case: The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p>1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>A. Use Place Value Understanding and Properties of Operations to Add and Subtract.</p> <p>1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit</p>	<p>2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols</p>
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					<p>number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.</p> <p>1.NBT.5: Given a two-digit number, mentally find ten more or ten less than the number, without having to count; explain the reasoning used.</p>	<p>to record the results of comparisons.</p> <p>A. Use Place Value Understanding and Properties of Operations to Add and Subtract</p> <p>2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition</p>
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					<p>1.NBT.6: Subtract multiples of ten in the range of 10-90 from multiples of ten in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>and subtraction.</p> <p>2.NBT.6: Add up to four two-digit numbers using strategies based on place value, properties of operations.</p> <p>2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written</p>
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						<p>method.</p> <p>Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds</p> <p>2.NBT.8: Mentally add ten or 100 to a given number 100-900, and mentally subtract ten or 100 from a given number 100-900.</p> <p>2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
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Domain: Mathematics Strand: Measurement & Data Standard: Describe and compare measurable attributes.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
	<p>Show interest in quantity and number relationships (e.g., fill large and small containers with sand or water).</p>	<p>Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other, tell a friend that he is taller than the tower he has built).</p>	<p>A. Describe and Compare Measureable Attributes</p> <p>PK.MD.1: Describe measurable attributes of objects, such as length or weight.</p> <p>PK.MD.2: Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.</p>	<p>A. Describe and Compare Measureable Attributes</p> <p>K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>	<p>A. Measure Lengths Indirectly and by Iterating Length Units</p> <p>1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts</p>	<p>A. Measure and Estimate Lengths in Standard Units</p> <p>2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2.MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p>

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			<p>A. Sort Objects into Categories and Compare Quantities</p> <p>PK.MD.3: Sort objects into self-selected and given categories.</p> <p>PK.MD.4: Compare categories using words such as more or same.</p>	<p>A. Classify Objects and Count the Number of Objects in Each Category</p> <p>K.MD.3: Classify objects into given categories; count the number of objects in each category and sort the categories by count (Limit category counts to be less than or equal to 10.).</p>	<p>where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>A. Tell and Write Time</p> <p>1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>A. Represent and Interpret Data</p> <p>1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category,</p>	<p>2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>
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					and how many more or less are in one category than in another.	<p>A. Relate Addition and Subtraction to Length</p> <p>2.MD.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using drawings - such as drawings of rulers and equations with a symbol for the unknown number to represent the problem.</p> <p>2.MD.6: Represent whole numbers as lengths from zero on a number line diagram with equally spaced points corresponding to the number 0, 1, 2, ..., and represent whole-number sums and</p>
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						<p>differences within 100 on a number line diagram.</p> <p>A. Work with Time and Money.</p> <p>2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using “\$” and “¢” symbols appropriately.</p> <p>Example: If you have two dimes and three pennies, how many cents do you have?</p> <p>2.MD.9: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated</p>
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						<p>measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>A. Represent and Interpret Data</p> <p>2.MD.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>
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Domain: Mathematics

Strand: Geometry

Standard: Identify and describe shapes/reason with shapes and their attributes.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Use objects and toys more purposefully, exploring cause and effect relationships (e.g., put round shapes into the round holes more accurately).	Show interest in concepts, such as matching and sorting according to color, shape and size (e.g., can match the colors and shapes in a matching puzzle).	Show beginning interest in geometry (e.g., make symmetrical designs with shape blocks, find examples of shapes in the environment).	<p>A. Identify and Describe Two-Dimensional Shapes (Circles, Triangles, Rectangles; Including a Square Which is a Special Rectangle)</p> <p>PK.G.1: Match like (congruent and similar) shapes.</p> <p>PK.G.2: Group the shapes by attributes.</p>	<p>A. Identify and Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, and Spheres)</p> <p>K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p>K.G.2: Correctly name shapes regardless of their orientations or overall size.</p>	<p>A. Reason with Shapes and Their Attributes</p> <p>1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms,</p>	<p>A. Reason with Shapes and Their Attributes</p> <p>2.G.1: Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>

			<p>A. Work with Three-Dimensional Shapes to Gain Foundation for Geometric Thinking</p> <p>PK.G.3: Match and sort three-dimensional shapes.</p>	<p>K.G.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>	<p>right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>
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			<p>PK.G.4: Describe three-dimensional objects using attributes.</p> <p>PK.G.5: Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.</p>	<p>A. Analyze, Compare, Create, and Compose Shape</p> <p>K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices /"corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p>		
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Domain: Social Studies Strand: Political Science Standard: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
<p>Gain in self-control and regulation (e.g., stop hitting another child when you say the child's name, allow another child to use a favored toy).</p>	<p>Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating class rules, accept the consequences of his actions, and say, "I'm sorry" when prompted).</p> <p>Show increasing self-regulation (e.g., gain control of emotions with help of trusted adult or comfort item, begin to wait turn for juice or snack).</p>	<p>Have beginning understanding of consequences when following routines and recreating familiar events (e.g., try to follow the rules of a simple board game and become frustrated when not understanding why something has changed, help to clean up, saying, "We are a team").</p> <p>Have increased self-regulation, following classroom rules and routines and guidance (e.g., manage transitions between activities with a few reminders, use classroom materials respectfully).</p>	<p>A. The Foundations and Function of Government</p> <p>1. Identify the importance of rules.</p>	<p>A. The Foundations and Function of Government</p> <p>1. Identify the importance of rules.</p>	<p>A. The Foundations and Function of Government</p> <p>1. Explain the importance of rules.</p>	<p>A. The Foundations and Function of Government</p> <p>1. Explain how rules and laws are made and necessary to maintain order and protect citizens.</p>

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<p>Rely on trusted adults to feel safe trying new activities (e.g., look to you for reassurance, for example, a word, a smile or a gesture).</p>	<p>Continue to need the adult approval but show more independence (get up from the lunch table after a few bites, following mom as she leaves the room, then returning after knowing what she is doing).</p>	<p>Imitate and try to please familiar adults (e.g., pick up own trash after seeing the task modeled by a caregiver, pretend to wash the dishes and put them away in places where the teacher has shown where they belong).</p>	<p>2. Identify symbols and practices associated with the United States of America.</p> <p>B. Individual and Group Participation in the Political System</p> <p>1. Recognize people important to the American political system.</p> <p>C. Protecting Rights and Maintaining Order</p> <p>1. Identify the roles, rights, and responsibilities of being a member of the family and school.</p>	<p>2. Identify symbols and practices associated with the United States of America.</p> <p>B. Individual and Group Participation in the Political System</p> <p>1. Identify people important to the American political system.</p> <p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe the roles, rights, and responsibilities of being a member of the family and school.</p>	<p>2. Identify and discuss the meaning of symbols and practices associated with the United States of America.</p> <p>B. Individual and Group Participation in the Political System</p> <p>1. Identify and describe people important to the American political system.</p> <p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe the rights and responsibilities of being a participating member of the family, school and neighborhood.</p>	<p>2. Explain how democratic skills and attitudes are associated with being a responsible citizen.</p> <p>B. Individual and Group Participation in the Political System</p> <p>1. Explain how contributions and events are important to the American political system.</p> <p>C. Protecting Rights and Maintaining Order</p> <p>1. Describe the rights and responsibilities of being a participating member of the school and the community.</p>
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Domain: Social Studies						
Strand: Peoples of the Nation and the World						
Standard: Students will understand how people in Maryland, the United States and around the world are alike and different.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Begin to be aware of the feelings of other children (e.g., think that other children would like the same games or food as he does, look sad or worried when another child is in distress and seek comfort from either a caregiver or cuddly toy).	Show more awareness of the feelings of another child (e.g., feel and express remorse by saying “I sorry” after accidentally knocking another child down, comfort another child who may be upset by patting or hugging the child).	Be able to better understand the feelings of other children (e.g., share a toy car with a child who cries because of not having one, watch other children to see how they react).	<p>A. Elements of Culture</p> <p>1. Identify themselves as individuals and members of families that have the same human needs as others.</p> <p>B. Cultural Diffusion</p> <p>C. Conflict and Compromise</p>	<p>A. Elements of Culture</p> <p>1. Identify similarities and differences in people’s characteristics, habits, and living patterns to describe how they meet the same human needs.</p> <p>B. Cultural Diffusion</p> <p>C. Conflict and Compromise</p>	<p>A. Elements of Culture</p> <p>1. Observe and describe ways that people of different Cultural backgrounds meet human needs and contribute to the community.</p> <p>B. Cultural Diffusion</p> <p>1. Recognize that individuals and groups share and borrow from other cultures.</p> <p>C. Conflict and Compromise</p>	<p>A. Elements of Culture</p> <p>1. Analyze elements of two different cultures and how each meets their human needs and contributes to the community.</p> <p>B. Cultural Diffusion</p> <p>1. Explain that individuals and groups share and borrow from other cultures to form a community.</p> <p>C. Conflict, Cooperation and Compromise</p>
Interact with other children (e.g., choose to play in the same area as another child, offer a toy to another	Play alongside other children (e.g., need adult help to resolve conflicts, have short periods of play with other	Participate, with help, in the group life of the class (e.g., help to clean up after hearing the signal and being	1. Identify how groups of people interact.	1. Demonstrate how groups of people interact.	1. Explain how groups of people interact.	1. Analyze ways in which people interact.

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child, but show distress when he takes it).	children, but mostly play beside them).	encouraged by you, join in group games such as playing "Farmer in the Dell").				
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Domain: Social Studies Strand: Geography Standard: Students will use geographic concepts and processes to understand location and its relationship to human activities.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>A. Using Geographic Tools</p> <p>1. Recognize that a globe and maps are used to help people locate places.</p> <p>B. Geographic Characteristics of Places and Regions</p> <p>1. Recognize that places in the immediate environment have specific physical and human-made features.</p> <p>C. Movement of People, Goods and Ideas</p> <p>1. Identify the role of transportation in the community.</p>	<p>A. Using Geographic Tools</p> <p>1. Identify and describe how a globe and maps can be used to help people locate places.</p> <p>B. Geographic Characteristics of Places and Regions</p> <p>1. Describe places in the immediate environment Using natural/ physical and human-made features.</p> <p>C. Movement of People, Goods and Ideas</p> <p>1. Describe how transportation and communication link people and places.</p>	<p>1. Using Geographic Tools</p> <p>1. Use geographic tools to locate and describe places on Earth.</p> <p>B. Geographic Characteristics of Places and Regions</p> <p>1. Describe places in the environment using geographic characteristics.</p> <p>C. Movement of People, Goods and Ideas</p> <p>1. Explain how transportation and communication link people and places by the movement of goods, messages,</p>	<p>A. Using Geographic Tools</p> <p>1. Use geographic tools to locate and describe places on Earth.</p> <p>B. Geographic Characteristics of Places and Regions</p> <p>1. Classify places and regions in an environment using geographic characteristics.</p> <p>C. Movement of People, Goods and Ideas</p> <p>1. Explain how transportation and communication link places by the movement of people, goods, and ideas.</p>

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		Explore more complex situations and concepts, beginning to understand some people's jobs and care for the environment.	D. Modifying and Adapting to the Environment 1. Describe how people adapt to their immediate environment.	D. Modifying and Adapting to the Environment 1. Describe how people adapt to and modify their immediate environment.	and people. D. Modifying and Adapting to the Environment 1. Explain how people modify, protect, and adapt to their environment.	D. Modifying and Adapting to the Environment 1. Explain how people modify, protect, and adapt to their environment.
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Domain: Social Studies Strand: Economics Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>A. Scarcity and Economic Decision-Making</p> <p>1. Recognize that people have to make choices because of unlimited economic wants.</p> <p>2. Identify that materials/resources are used to make products.</p> <p>3. Explain how technology affects the way people live, work, and play.</p> <p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Identify types of local markets.</p>	<p>A. Scarcity and Economic Decision-Making</p> <p>1. Describe choices people make because of unlimited economic wants.</p> <p>2. Identify that resources are used to make products.</p> <p>3. Explain how technology affects the way people live, work, and play.</p> <p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Identify types of local markets.</p>	<p>A. Scarcity and Economic Decision-making</p> <p>1. Describe economic choices people make about goods and services.</p> <p>2. Describe the production process.</p> <p>3. Explain how technology affects the way people live, work, and play.</p> <p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe types of markets in the community.</p>	<p>A. Scarcity and Economic Decision-Making</p> <p>1. Explain why people have to make economic choices about goods and services.</p> <p>2. Explain the production process.</p> <p>3. Examine how technology affects the way people live, work and play.</p> <p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Describe different types of markets.</p>

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			2. (Indicator begins in Grade 3) 2. Identify how goods are acquired.	2. (Indicator begins in Grade 3) 2. Describe how goods are acquired.	2. (Indicator begins in Grade 3) 2. Describe how goods and services are acquired.	2. (Indicator begins in Grade 3) 2. Describe how consumers acquire goods and Services.
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Domain: Social Studies						
Strand: History						
Standard: Students will use historical thinking skills to understand how individuals and events have changed society over time.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>A. Change Over Time</p> <p>1. Distinguish among past, present, and future time.</p>	<p>A. Change Over Time</p> <p>1. Distinguish among past, present, and future time.</p> <p>2. Compare daily life and objects of today and long ago.</p>	<p>A. Individuals and Societies Change Over Time</p> <p>1. Examine differences between past and present time.</p> <p>2. Compare people and objects of today and long ago.</p>	<p>A. Individuals and Societies Change Over Time</p> <p>1. Examine differences between past and present time.</p> <p>2. Describe people, places and artifacts of today and long ago.</p>

Domain: Social Studies

Strand: Social Studies Skills and Processes

Standard: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>A. Learn to Read and Construct Meaning about Social Studies</p> <p>1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.</p> <p>2. Use strategies to prepare for reading (before reading.)</p> <p>3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).</p> <p>4. Use strategies to demonstrate understanding of the text (after reading).</p>	<p>A. Learn to Read and Construct Meaning about Social Studies</p> <p>1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.</p> <p>2. Use strategies to prepare for reading (before reading).</p> <p>3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).</p> <p>4. Use strategies to demonstrate understanding of the text (after reading).</p>	<p>A. Learn to Read and Construct Meaning about Social Studies</p> <p>1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.</p> <p>2. Use strategies to prepare for reading (before reading).</p> <p>3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).</p> <p>4. Use strategies to demonstrate understanding of the text (after reading).</p>	<p>A. Learn to Read and Construct Meaning about Social Studies</p> <p>1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.</p> <p>2. Use strategies to prepare for reading (before reading).</p> <p>3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).</p> <p>4. Use strategies to demonstrate understanding of the text (after reading).</p>

			<p>B. Learn to Write and Communicate Social Studies Understandings</p> <p>1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.</p> <p>2. Locate, retrieve, and use information from various sources to accomplish a purpose.</p> <p>C. Ask Social Studies Questions</p> <p>1. Identify a topic that requires further study.</p> <p>2. Identify a situation or problem that requires study.</p> <p>D. Acquire Social Studies Information</p> <p>1. Identify primary and secondary sources of</p>	<p>B. Learn to Write and Communicate Social Studies Understandings</p> <p>1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.</p> <p>2. Locate, retrieve, and use information from various sources to accomplish a purpose.</p> <p>C. Ask Social Studies Questions</p> <p>1. Identify a topic that requires further study.</p> <p>2. Identify a situation or problem that requires study.</p> <p>D. Acquire Social Studies Information</p> <p>1. Identify primary and secondary sources of</p>	<p>B. Learn to Write and Communicate Social Studies Understandings</p> <p>1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.</p> <p>2. Locate, retrieve, and use information from various sources to accomplish a purpose.</p> <p>C. Ask Social Studies Questions</p> <p>1. Identify a topic that requires further study.</p> <p>2. Identify a situation or problem that requires study.</p> <p>D. Acquire Social Studies Information</p> <p>1. Identify primary and secondary sources of</p>	<p>B. Learn to Write and Communicate Social Studies Understandings</p> <p>1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.</p> <p>2. Locate, retrieve, and use information from various sources to accomplish a purpose.</p> <p>C. Ask Social Studies Questions</p> <p>1. Identify a topic that requires further study.</p> <p>2. Identify a situation or problem that requires study.</p> <p>D. Acquire Social Studies Information</p> <p>1. Identify primary and secondary sources of</p>
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			<p>information that relate to the topic/situation/ problem being studied.</p> <p>2. Engage in field work that relates to the topic/ situation/ problem being studied.</p> <p>E. Organize Social Studies Information</p> <p>1. Organize information from non-print sources.</p> <p>2. Organize information from print sources.</p> <p>F. Analyze Social Studies Information</p> <p>1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.</p> <p>G. Answer Social Studies Questions</p>	<p>information that relate to the topic/situation/ problem being studied.</p> <p>2. Engage in field work that relates to the topic/ situation/ problem being studied.</p> <p>E. Organize Social Studies Information</p> <p>1. Organize information from non-print sources.</p> <p>2. Organize information from print sources.</p> <p>F. Analyze Social Studies Information</p> <p>1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.</p> <p>G. Answer Social Studies Questions</p>	<p>information that relate to the topic/situation/ problem being studied.</p> <p>2. Engage in field work that relates to the topic/ situation/ problem being studied.</p> <p>E. Organize Social Studies Information</p> <p>1. Organize information from non-print sources.</p> <p>2. Organize information from print sources.</p> <p>F. Analyze Social Studies Information</p> <p>1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.</p> <p>G. Answer Social Studies Questions</p>	<p>information that relate to the topic/situation/ problem being studied.</p> <p>2. Engage in field work that relates to the topic/ situation/ problem being studied.</p> <p>E. Organize Social Studies Information</p> <p>1. Organize information from non-print sources.</p> <p>2. Organize information from print sources.</p> <p>F. Analyze Social Studies Information</p> <p>1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.</p> <p>G. Answer Social Studies Questions</p>
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			<p>1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources.</p>	<p>1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources.</p>	<p>1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources.</p>	<p>1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources.</p>
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Domain: Science**Strand:** Skills & Processes**Standard:** Students will demonstrate the thinking and acting inherent in the practice of science.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Use his senses to investigate the world around him, including solving problems (e.g., dump and fill objects, stack and knock down big blocks, push and pull a wagon, watching the wheels turn when trying different tactics to move it).	Explore new ways to do things (e.g., use a spoon to dig in the garden, try to move the large toy car on the playground by pushing it, but then decide to try pulling it instead).	Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., ask questions about everything he sees, put the modeling clay in water to see what happens).	A. Constructing Knowledge 1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. B. Applying Evidence and Reasoning	A. Constructing Knowledge 1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. B. Applying Evidence and Reasoning	A. Constructing Knowledge 1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. B. Applying Evidence and Reasoning	A. Constructing Knowledge 1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. B. Applying Evidence and Reasoning
Use objects and toys more purposefully, exploring cause and effect relationships (e.g., roll a ball back and forth with an adult).	Seek information through observation, exploration and descriptive investigations (e.g., use senses to observe and gather information, want to pick up interesting things found on a walk, use tools for investigation).	Seek information through observation, exploration and descriptive investigations with simple science tools (e.g., ask lots of “why” questions, use tools such as magnifying glass, balance scale and measuring cups for investigation, guess that a nut is inside an acorn, and	1. People are more likely to believe your ideas if you can give good reasons for them. C. Communicating Scientific Information	1. People are more likely to believe your ideas if you can give good reasons for them. C. Communicating Scientific Information	1. People are more likely to believe your ideas if you can give good reasons for them. C. Communicating Scientific Information	1. People are more likely to believe your ideas if you can give good reasons for them. C. Communicating Scientific Information
Look at the correct picture or object when it is named (e.g., identify objects, body parts, and people).			1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others	1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when	1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when	1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when

<p>Use object and toys more purposefully.</p>	<p>Show interest in quantity and number relationships (fill large and small containers with sand or water).</p>	<p>confirm that prediction by breaking, with assistance, the acorn to find out).</p> <p>Use more advanced problem solving skills, testing his understanding and ideas in real situations (e.g., get a toy broom and use the handle to get a ball out from under a shelf where it has rolled).</p> <p>Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other).</p>	<p>ask them the same question.</p> <p>D. Technology</p> <ol style="list-style-type: none"> 1. Design and make things with simple tools and a variety of materials. 2. Practice identifying the parts of things and how one part connects to and affects another. 3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble. 	<p>others ask them the same question.</p> <p>D. Technology</p> <ol style="list-style-type: none"> 1. Design and make things with simple tools and a variety of materials. 2. Practice identifying the parts of things and how one part connects to and affects another. 3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble. 	<p>others ask them the same question.</p> <p>D. Technology</p> <ol style="list-style-type: none"> 1. Design and make things with simple tools and a variety of materials. 2. Practice identifying the parts of things and how one part connects to and affects another. 3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble. 	<p>others ask them the same question.</p> <p>D. Technology</p> <ol style="list-style-type: none"> 1. Design and make things with simple tools and a variety of materials. 2. Practice identifying the parts of things and how one part connects to and affects another. 3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.
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	<p>Show interest in concepts, such as matching and sorting according to color, shape and size (e.g., group items of similar colors, compare the color of his toy car to that of another child).</p> <p>Use imagination, memory and reasoning to plan and make things happen (e.g., put a cushion sideways on the couch and pretend to be daddy driving to work, tell his caregiver that he is going to be a firefighter before going to the dramatic play area).</p>	<p>Show interest in concepts such as matching and sorting according to a single criteria (e.g., help to put away the utensils, matching the large spoons with the other large spoons).</p> <p>Use prior knowledge and imagination to think through what he wants to play (e.g., use the blocks as garages and houses that the cars and trucks drive to, use the Unifix Cubes with several friends to try to make a rod that reaches across the room).</p>				
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Domain: Science Strand: Earth/Space Standard: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			A. Materials and Processes That Shape A Planet B. Earth History C. Plate Tectonics D. Astronomy E. Interactions of Hydrosphere and Atmosphere	A. Materials and Processes That Shape A Planet 1. Investigate objects and materials in the environment. B. Earth History C. Plate Tectonics D. Astronomy 1. Observe celestial objects that are visible in the day and night sky. E. Interactions of Hydrosphere and Atmosphere	A. Materials and Processes That Shape A Planet B. Earth History C. Plate Tectonics D. Astronomy 2. Recognize that there is a relationship between the sun and the earth. E. Interactions of Hydrosphere and Atmosphere 1. Describe observable changes in water on the surface of the Earth.	A. Materials and Processes That Shape A Planet 1. Describe and compare properties of a variety of Earth materials. B. Earth History C. Plate Tectonics D. Astronomy 1. Observe and describe changes over time in the properties, location, and motion of celestial objects. E. Interactions of Hydrosphere and Atmosphere 1. Recognize and describe that the surface of Earth is more than half covered with water.

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			<p>2. Describe the weather using observations.</p> <p>A. Diversity of Life</p> <p>1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different.</p>	<p>2. Investigate and gather information about changes in weather.</p> <p>A. Diversity of Life</p> <p>1. Observe a variety of familiar animals and plants (perhaps on the school grounds, in the neighborhood, and at home) to discover similarities and differences among them.</p> <p>2. Gather information and direct evidence that humans have external features that can differ in size, shape, etc., but that they are more like other humans than like other animals.</p>	<p>2. Describe that some events in nature have repeating patterns.</p> <p>A. Diversity of Life</p> <p>1. Compare and explain how external features of plants and animals help them survive in different environments.</p>	<p>A. Diversity of Life</p>
			<p>B. Cells</p>	<p>B. Cells</p>	<p>B. Cells</p> <p>1. Describe evidence from investigations that living things are made of parts too</p>	<p>B. Cells</p>

		<p>Begin to recognize his own physical and family characteristics and those of others (e.g., count how many boys are in the group he is playing with, go to the table when the teacher says that everyone who has brown hair may go).</p>	<p>C. Genetics</p> <p>1. Observe, describe and compare different kinds of animals and their offspring.</p>	<p>C. Genetics</p> <p>1. Observe, describe and compare the life cycles of different kinds of animals and plants.</p>	<p>small to be seen with the unaided eye.</p> <p>2. Provide evidence that all organisms are made of parts that help them carry out the basic functions of life.</p>	
			<p>D. Evolution</p>	<p>D. Evolution</p> <p>1. Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places.</p>	<p>1. Explain that there are differences among individuals in any population.</p> <p>2. Recognize that all living things have offspring, usually with two parents involved.</p>	<p>C. Genetics</p> <p>1. Explain that there are identifiable stages in the life cycles (growth, reproduction, and death) of plants and animals.</p>
						<p>D. Evolution</p> <p>1. Observe and describe examples of variation (differences) among individuals of one kind within a population.</p>

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			<p>E. Flow of Matter and Energy</p>	<p>E. Flow of Matter and Energy</p> <p>1. Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.</p>	<p>E. Flow of Matter and Energy</p> <p>1. Describe some of the ways in which animals depend on plants and on each other.</p>	<p>E. Flow of Matter and Energy</p>
			<p>F. Ecology</p>	<p>F. Ecology</p> <p>1. Investigate a variety of familiar places where plants and animal live to describe the place and the living things found there.</p>	<p>F. Ecology</p>	<p>F. Ecology</p> <p>1. Explain that organisms can grow and survive in many very different habitats.</p>

Domain: Science Strand: Chemistry Standard: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
		Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., watch the fish and tell that he likes the biggest one best).	A. Structure of Matter 1. Use evidence from investigations to describe the observable properties of a variety of objects. B. Conservation of Matter C. States of Matter D. Physical and Chemical Changes	A. Structure of Matter 1. Compare the observable properties of a variety of objects and the materials they are made of using evidence from investigations. B. Conservation of Matter C. States of Matter D. Physical and Chemical Changes	A. Structure of Matter B. Conservation of Matter C. States of Matter D. Physical and Chemical Changes	A. Structure of Matter 1. Cite evidence from investigations that most things are made of parts. B. Conservation of Matter 1. Provide evidence from investigations that things can be done to materials to change some of their properties. C. States of Matter D. Physical and Chemical Changes 1. Provide evidence from investigations to identify

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						processes that can be used to change physical properties of materials.
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Domain: Science Strand: Physics Standard: Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			A. Mechanics	A. Mechanics 1. Compare the different ways objects move. 2. Explain that there must be a cause for changes in the motion of an object.	A. Mechanics	A. Mechanics
			B. Thermodynamics	B. Thermodynamics 1. Describe that sunlight warms the land, air, and water using observations and age appropriate tools.	B. Thermodynamics	B. Thermodynamics 1. Identify and describe ways in which heat can be produced.
			C. Electricity and Magnetism	C. Electricity and Magnetism 3. Observe and gather information from the explorations to describe how magnets affect some objects.	C. Electricity and Magnetism	C. Electricity and Magnetism 1. Identify and describe the sources and uses of electricity in daily life.

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			D. Wave Interactions	D. Wave Interactions 2. Observe and describe that sound is produced by vibrating objects.	D. Wave Interactions.	D. Wave Interactions
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Domain: Health

Strand: Safety & Injury Prevention

Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Rely on trusted adults to feel safe trying new activities (e.g., show with words and gestures that he wants a trusted adult to be near him).	Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating class rules).	Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating rules for the class).	A. Emergencies 1. Recognize how to respond appropriately to emergency situations. B. Safety Rules & Procedures	A. Emergencies 1. Recognize how to respond appropriately to emergency situations. B. Safety Rules & Procedures 1. Identify ways to be safe when outdoors. 2. Identify actions to stay safe from fires. 3. Identify ways to be safe in a car. 4. Tell what to know when lost (separated).	A. Emergencies 1. Describe how to respond appropriately to emergency situations. B. Safety Rules & Procedures 1. Identify ways to be safe when outdoors. 5. Identify ways to stay safe around animals. C. Harassment	A. Emergencies 1. Demonstrate the ability to respond appropriately to emergency situations. B. Safety Rules & Procedures 1. Identify ways to stay safe outdoors.

					<p>1 Identify the characteristics of a bully.</p> <p>2. Define and identify telling and tattling.</p> <p>D. Abuse & Assault</p> <p>1. Identify ways to stay safe from strangers.</p>	<p>D. Abuse & Assault</p> <p>1. Identify actions to stay safe from strangers.</p> <p>2. Describe actions to stay safe around familiar people.</p>
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Domain: Health

Strand: Nutrition & Fitness

Standard: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			A. Responses to Food 1. Identify the relationship between food and the senses.	A. Responses to Food 1. Identify the relationship between food and the senses. B. Food Production 1. Tell the source of different foods. C. Manners 1. Define proper eating manners. D. Nutrients	A. Responses to Food 1. Demonstrate the relationship between food and the senses. B. Food Production C. Manners D. Nutrients	A. Responses to Food B. Food Production C. Manners D. Nutrients 1. Define nutrients. E. Food & Health 1. Recognize the relationship between food and health.
			E. Food & Health 1. Recognize the relationship between food and health.	E. Food & Health 1. Recognize the relationship between food and health.	E. Food & Health 1. Recognize the relationship between food and health.	E. Food & Health 2. Explain the relationship

				<p>F. Nutrition & Physical Activity</p> <p>1. Identify food categories.</p>	<p>F. Nutrition & Physical Activity</p> <p>1. Recognize that foods are categorized into groups.</p>	<p>between personal fitness and a healthy lifestyle.</p> <p>F. Nutrition & Physical Activity</p> <p>1. Demonstrate that foods are categorized into groups.</p> <p>2. Identify the Nutrition Facts Label.</p>
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Domain: Health

Strand: Personal and Consumer Health

Standard: Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community services.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
				A. Personal Health Maintenance 1. Identify ways to care for your body.	A. Personal Health Maintenance 1. Explain how to improve or maintain personal health. B. Information, Products, and Services 1. Identify health services available in the school. C. Pollution and Personal Health Issues 1. Identify health issues created by pollution.	A. Personal Health Maintenance 1. Explain how to improve or maintain personal health. B. Information, Products and Services 1. Identify health services available in the school. C. Pollution and Personal Health Issues 1. Identify health issues created by pollution.

Domain: Health Strand: Alcohol, Tobacco, and Other Drugs Standard: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the use, non-use, and abuse of medications, alcohol, tobacco, and other drugs.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
				A. Medicine 1. Identify appropriate uses of medicine.	A. Medicine 1. Identify appropriate uses of medicine. B. Tobacco 1. Identify how tobacco use harms health. C. Alcohol 1. Identify the physical effects of using alcohol.	A. Medicine 1. Identify practices for using medicine safely. B. Tobacco 1. Identify how tobacco use affects health. C. Alcohol 1. Identify the physical consequences of the use of alcohol. E. Drugs and the Law 1. Identify ways to say no to unsafe medicine/drug use.

Domain: Health

Strand: Family Life and Human Sexuality

Standard: Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development through the life cycle.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
				A. Family Unit 1. Define a family unit.	A. Family Unit 1. Identify what is special about your family. B. Physical, Mental, and Social Growth 1. Describe the growth process.	A. Family Unit 1. Identify how your family helps you and you help your family. B. Physical, Mental, and Social Growth 1. Describe the physical, social, mental growth processes.

Domain: Health Strand: Disease & Prevention Standard: Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
	Enjoy doing for himself whatever he thinks he can do (e.g., perform at least some skills involved in using the toilet, such as pulling up his own pants afterwards and wash his hands and use a towel to dry them).	Feel more grown up as he accomplishes self-help and housekeeping tasks with reminders (e.g., take of his own toileting needs and wash and dry his own hands).		A. Disease Classification 1. Define disease. B. Prevention Practices 1. Identify ways to reduce risk for becoming sick.	A. Disease Classification B. Prevention Practices 1. Identify basic ways to prevent the spread of germs.	A. Disease Classification 1. Describe disease.

Domain: Physical Education**Strand:** Skillfulness

Standard: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Move constantly, showing increasing large muscle control (e.g., walk more than he crawls and pull a toy behind him as he walks, or push a toy in front of him).	Use his whole body to develop spatial awareness (e.g., walk around a circle holding hands with other children and push himself on riding toys).	Move with confidence and stability, coordinating movements to accomplish simple tasks. (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).	<p>A. Fundamental Movement</p> <p>1. Show fundamental movement skills.</p> <p>B. Creative Movement</p> <p>1. Show creative movement.</p> <p>C. Skill Themes</p> <p>1. Show skill themes.</p>	<p>A. Fundamental Movement</p> <p>1. Show fundamental movement skills.</p> <p>B. Creative Movement</p> <p>1. Show creative movement.</p> <p>C. Skill Themes</p> <p>1. Show skill themes.</p>	<p>A. Fundamental Movement</p> <p>1. Show fundamental movement skills.</p> <p>B. Creative Movement</p> <p>1. Show creative movement.</p> <p>C. Skill Themes</p> <p>1. Show skill themes.</p>	<p>A. Fundamental Movement</p> <p>1. Show fundamental movement skills.</p> <p>B. Creative Movement</p> <p>1. Show creative movement.</p> <p>C. Skill Themes</p> <p>1. Show skill themes.</p>

Domain: Physical Education Strand: Biomechanical Principles Standard: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
<p>Perform more complex movements with his arms and legs (e.g., walk more than he crawls and pull a toy behind him as he walks or push a toy in front of him).</p>	<p>Use his whole body to develop spatial awareness (e.g., walk around in a circle holding hands with other children and push himself on riding toys).</p>	<p>Move with confidence and stability, coordinating movements to accomplish simple tasks (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).</p>	<p>A. Effects on Objects</p> <p>1. Identify ways that people and objects move.</p> <p>B. Balance</p> <p>1. Identify balance through movement.</p>	<p>A. Effects on Objects</p> <p>1. Identify ways that people and objects move.</p> <p>B. Balance</p> <p>1. Identify balance through movement.</p>	<p>A. Effects on Objects</p> <p>1. Identify ways that people and objects move.</p> <p>B. Balance</p> <p>1. Identify balance through movement.</p>	<p>A. Effects on Objects</p> <p>1. Identify ways that people and objects move.</p> <p>B. Balance</p> <p>1. Identify balance through movement.</p>

Domain: Physical Education

Strand: Motor Learning Principles:

Standard: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>A. Appropriate Practices</p> <p>1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.</p> <p>B. Corrective Feedback</p> <p>1. Identify the importance of corrective feedback on performance.</p>	<p>A. Appropriate Practices</p> <p>1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.</p> <p>B. Corrective Feedback</p> <p>1. Identify the importance of corrective feedback on performance.</p>	<p>A. Appropriate Practices</p> <p>1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.</p> <p>B. Corrective Feedback</p> <p>1. Identify the importance of corrective feedback on performance.</p>	<p>A. Appropriate Practices</p> <p>1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.</p> <p>B. Corrective Feedback</p> <p>1. Identify the importance of corrective feedback on performance.</p>

Domain: Physical Education Strand: Exercise Physiology Standard: Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			A. Effects of Physical Activity on the Body 1. Identify the effects of physical activity on the body systems. B.FITT Guidelines C. Components of Fitness 1. Identify the components of fitness. D. Benefits of Physical Activity 1. Recognize the benefits of physical activity. E. Nutrition and Physical Activity	A. Effects of Physical Activity on the Body 1. Identify the effects of physical activity on the body systems. B.FITT Guidelines C. Components of Fitness 1. Identify the components of fitness. D. Benefits of Physical Activity 1. Recognize the benefits of physical activity. E. Nutrition and Physical Activity	A. Effects of Physical Activity on the Body 1. Identify the effects of physical activity on the body systems. B.FITT Guidelines C. Components of Fitness 1. Identify the components of fitness. D. Benefits of Physical Activity 1. Recognize the benefits of physical activity. E. Nutrition and Physical Activity	A. Effects of Physical Activity on the Body 1. Identify the effects of physical activity on the body systems. B.FITT Guidelines 1. Identify components of the FITT guidelines. C. Components of Fitness 1. Identify the components of fitness. D. Benefits of Physical Activity 1. Recognize the benefits of physical activity. E. Nutrition and Physical Activity

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			<p>1. Recognize the relationship between nutrition and physical activity.</p> <p>F. Exercise Adherence</p> <p>1. Recognize the factors influencing daily physical activity.</p>	<p>1. Recognize the relationship between nutrition and physical activity.</p> <p>F. Exercise Adherence</p> <p>1. Recognize the factors influencing daily physical activity.</p>	<p>1. Recognize the relationship between nutrition and physical activity.</p> <p>F. Exercise Adherence</p> <p>1. Recognize the factors influencing daily physical activity.</p>	<p>1. Recognize the relationship between nutrition and physical activity.</p> <p>F. Exercise Adherence</p> <p>1. Recognize the factors influencing daily physical activity.</p>
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Domain: Physical Education Strand: Physical Activity Standard: Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			A. Aerobic Fitness 1. Identify and show individual aerobic capacity/cardio respiratory fitness. B. Muscular Strength and Endurance 1. Identify and show activities for muscular strength and muscular endurance. C. Flexibility 1. Identify and show activities for flexibility.	A. Aerobic Fitness 1. Identify and show individual aerobic capacity/cardio respiratory fitness. B. Muscular Strength and Endurance 1. Identify and show activities for muscular strength and muscular endurance. C. Flexibility 1. Identify and show activities for flexibility.	A. Aerobic Fitness 1. Identify and show individual aerobic capacity/cardio respiratory fitness. B. Muscular Strength and Endurance 1. Identify and show activities for muscular strength and muscular endurance. C. Flexibility 1. Identify and show activities for flexibility.	A. Aerobic Fitness 1. Identify and show individual aerobic capacity/cardio respiratory fitness. B. Muscular Strength and Endurance 1. Identify and show activities for muscular strength and muscular endurance. C. Flexibility 1. Identify and show activities for flexibility.

Domain: Fine Arts**Strand:** Dance: Perceiving, Performing, and Responding**Standard:** Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Recognize and react to the sounds of language (e.g., move rhythmically to familiar songs).	Use his whole body to develop spatial awareness (e.g., dance to music, including songs that direct movement).	Explore more complex situations and concepts, beginning to understand some people’s jobs, and care for the environment (e.g., show a finger play that he learned to a friend, then make up hand motions to go with a new song).	<p>1. Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>3. Respond to dance through observation, experience, and analysis.</p>	<p>1. Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>3. Respond to dance through observation, experience, and analysis.</p>	<p>1. Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>3. Respond to dance through observation, experience, and analysis.</p>	<p>1. Demonstrate knowledge of how elements of dance are used to communicate meaning.</p> <p>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.</p> <p>3. Respond to dance through observation, experience, and analysis.</p>

Domain: Fine Arts						
Strand: Dance: Historical, Cultural, and Social Context						
Standard: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>1. Demonstrate knowledge of dances from a variety of cultures.</p> <p>2. Relate dance to history, society, and personal experience.</p> <p>3. Demonstrate understanding of the relationships between and among dance and other content areas.</p>	<p>1. Demonstrate knowledge of dances from a variety of cultures.</p> <p>2. Relate dance to history, society, and personal experience.</p> <p>3. Demonstrate understanding of the relationships between and among dance and other content areas.</p>	<p>1. Demonstrate knowledge of dances from a variety of cultures.</p> <p>2. Relate dance to history, society, and personal experience.</p> <p>3. Demonstrate understanding of the relationships between and among dance and other content areas.</p>	<p>1. Demonstrate knowledge of dances from a variety of cultures.</p> <p>2. Relate dance to history, society, and personal experience.</p> <p>3. Demonstrate understanding of the relationships between and among dance and other content areas.</p>

Domain: Fine Arts

Strand: Dance: Creative Expression and Production

Standard: Students will demonstrate the ability to create and perform dance.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>1. Develop the ability to improvise dance.</p> <p>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p> <p>3. Develop knowledge and execution of performance competencies in dance.</p>	<p>1. Develop the ability to improvise dance.</p> <p>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p> <p>3. Develop knowledge and execution of performance competencies in dance.</p>	<p>1. Develop the ability to improvise dance.</p> <p>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p> <p>3. Develop knowledge and execution of performance competencies in dance.</p>	<p>1. Develop the ability to improvise dance.</p> <p>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p> <p>3. Develop knowledge and execution of performance competencies in dance.</p>

Domain: Fine Arts						
Strand: Dance: Aesthetics and Criticism						
Standard: Students will demonstrate the ability to make aesthetic judgments in dance.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			1. Identify and apply criteria to evaluate choreography and performance.	1. Identify and apply criteria to evaluate choreography and performance.	1. Identify and apply criteria to evaluate choreography and performance.	1. Identify and apply criteria to evaluate choreography and performance.

Domain: Fine Arts**Strand:** Music: Perceiving, Performing, and Responding**Standard:** Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Recognize and react to the sounds of language (e.g., move rhythmically to familiar songs).	Use his whole body to develop spatial awareness (e.g., dance to music, including songs that direct movement).	Explore more complex situations and concepts, beginning to understand some people’s jobs, and care for the environment (e.g., wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos).	<p>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.</p> <p>2. Experience performance through singing, playing instruments, and listening to performances of others.</p> <p>3. Respond to music through movement.</p> <p>4. Experiment with standard and individually created symbols to represent sounds.</p>	<p>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.</p> <p>2. Experience performance through singing, playing instruments, and listening to performances of others.</p> <p>3. Respond to music through movement.</p> <p>4. Experiment with standard and individually created symbols to represent sounds.</p>	<p>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.</p> <p>2. Experience performance through singing, playing instruments, and listening to performances of others.</p> <p>3. Respond to music through movement.</p> <p>4. Experiment with standard and individually created symbols to represent sounds.</p>	<p>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.</p> <p>2. Experience performance through singing, playing instruments, and listening to performances of others.</p> <p>3. Respond to music through movement.</p> <p>4. Experiment with standard and individually created symbols to represent sounds.</p>

Domain: Fine Arts Strand: Music: Historical, Cultural, and Social Context Standard: Students will demonstrate an understanding of music as an essential aspect of history and human experience.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression. 2. Become acquainted with the roles of music in the lives of people. 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines. 4. Develop knowledge of a wide variety of styles and genres through the study of music history.	1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression. 2. Become acquainted with the roles of music in the lives of people. 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines. 4. Develop knowledge of a wide variety of styles and genres through the study of music history.	1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression. 2. Become acquainted with the roles of music in the lives of people. 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines. 4. Develop knowledge of a wide variety of styles and genres through the study of music history.	1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression. 2. Become acquainted with the roles of music in the lives of people. 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines. 4. Develop knowledge of a wide variety of styles and genres through the study of music history.

Domain: Fine Arts

Strand: Music: Creative Expression and Production

Standard: Students will demonstrate the ability to organize musical ideas and sounds creatively.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>1. Develop confidence in the ability to improvise music through experimentation with sound.</p> <p>2. Investigate composing music through experimentation with sound and the tools of composition.</p>	<p>1. Develop confidence in the ability to improvise music through experimentation with sound.</p> <p>2. Investigate composing music through experimentation with sound and the tools of composition.</p>	<p>1. Develop confidence in the ability to improvise music through experimentation with sound.</p> <p>2. Investigate composing music through experimentation with sound and the tools of composition.</p>	<p>1. Develop confidence in the ability to improvise music through experimentation with sound.</p> <p>2. Develop the ability to compose and arrange music by experimenting with sound and the tools of composition.</p>

Domain: Fine Arts						
Strand: Music: Aesthetics and Criticism						
Standard: Students will demonstrate the ability to make aesthetic judgments.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			1. Express preferences about selected musical compositions.	1. Express preferences about selected musical compositions. 2. Develop and apply personal aesthetic criteria for evaluating musical performances.	1. Express preferences about selected musical compositions. 2. Develop and apply personal aesthetic criteria for evaluating musical performances.	1. Express preferences about selected musical compositions. 2. Develop and apply personal aesthetic criteria for evaluating musical performances.

Domain: Fine Arts

Strand: Theatre: Perceiving and Responding

Standard: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Show an increasing ability to remember and participate in imitative play (e.g., imitate the actions of an adult such as turning a steering wheel in a play car).	Use improved eye-hand coordination to explore and manipulate objects (e.g., do finger plays that require hand-eye coordination, such as “The Itsy Bitsy Spider”).	Explore more complex situations and concepts beginning to understand some people’s jobs, and care for the environment (e.g., pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out).	1. Describe ways that theatre depicts themes and stories. 2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.	1. Describe ways that theatre depicts themes and stories. 2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.	1. Describe ways that theatre depicts themes and stories. 2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.	1. Describe ways that theatre depicts themes and stories. 2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.

Domain: Fine Arts**Strand:** Theatre: Historical, Cultural, and Social Context

Standard: Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			1. Express a range of responses to a variety of stimuli. 2. Demonstrate knowledge of theatrical conventions as performers and as an audience.	1. Express a range of responses to a variety of stimuli. 2. Demonstrate knowledge of theatrical conventions as performers and as an audience.	1. Express a range of responses to a variety of stimuli. 2. Demonstrate knowledge of theatrical conventions as performers and as an audience.	1. Express a range of responses to a variety of stimuli. 2. Demonstrate knowledge of theatrical conventions as performers and as an audience.

Domain: Fine Arts**Strand:** Theatre: Creative Expression and Production**Standard:** Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Show an increasing ability to remember and participate in imitative play (e.g., imitate the actions of an adult such as turning a steering wheel in a play car).	Use imagination memory and reasoning to plan and make things happen (e.g., pretend to feed a baby doll).	Use prior knowledge and imagination to think through what he wants to play (e.g., decide in advance who will be the dad and who will be the son in the dramatic play areas and take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do).	<p>1. Use a variety of theatrical elements to communicate ideas and feelings.</p> <p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.</p>	<p>1. Use a variety of theatrical elements to communicate ideas and feelings.</p> <p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.</p>	<p>1. Use a variety of theatrical elements to communicate ideas and feelings.</p> <p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.</p>	<p>1. Use a variety of theatrical elements to communicate ideas and feelings.</p> <p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.</p>

Domain: Fine Arts Strand: Theatre: Aesthetics and Criticism Standard: Students will demonstrate the ability to make aesthetic judgments.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			1. Identify, describe, and apply criteria to assess individual and group theatre processes. 2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.	1. Identify, describe, and apply criteria to assess individual and group theatre processes. 2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.	1. Identify, describe, and apply criteria to assess individual and group theatre processes. 2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.	1. Identify, describe, and apply criteria to assess individual and group theatre processes. 2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.

Domain: Fine Arts

Strand: Visual Arts: Perceiving and Responding

Standard: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Use his senses to investigate the world around him, including solving problems (e.g., push, poke, squeeze, pat and sniff the play dough as he explores how it feels and smells).	Recognize that drawings, paintings and writing are meaningful representations (e.g., paint some lines across the paper with broad strokes and movements, using a few different colors, and tell you that it is a rainbow).	Develop finger skills through many forms of play (e.g., make a snowman out of play dough after watching an older child make balls and put them together and practice using scissors to cut out shapes, but be unable to stay on the lines).	<p>1. Identify, describe, and interpret observed form.</p> <p>2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.</p> <p>3. Experiment with the elements of art and principles of design to develop personally meaningful compositions.</p>	<p>1. Identify, describe, and interpret observed form.</p> <p>2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.</p> <p>3. Experiment with the elements of art and principles of design to develop personally meaningful compositions.</p>	<p>1. Identify, describe, and interpret observed form.</p> <p>2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.</p> <p>3. Experiment with the elements of art and principles of design to develop personally meaningful compositions.</p>	<p>1. Identify, describe, and interpret observed form.</p> <p>2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.</p> <p>3. Experiment with the elements of art and principles of design to develop personally meaningful compositions.</p>

Domain: Fine Arts						
Strand: Visual Arts: Historical, Cultural, and Social Context						
Standard: Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>1. Determine ways in which works of art express ideas about self, other people, places, and events.</p> <p>2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.</p> <p>3. Differentiate among works by artists representative of different cultures.</p> <p>4. Describe processes used to interpret and express ideas in the visual arts and other disciplines.</p>	<p>1. Determine ways in which works of art express ideas about self, other people, places, and events.</p> <p>2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.</p> <p>3. Differentiate among works by artists representative of different cultures.</p> <p>4. Describe processes used to interpret and express ideas in the visual arts and other disciplines.</p>	<p>1. Determine ways in which works of art express ideas about self, other people, places, and events.</p> <p>2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.</p> <p>3. Differentiate among works by artists representative of different cultures.</p> <p>4. Describe processes used to interpret and express ideas in the visual arts and other disciplines.</p>	<p>1. Determine ways in which works of art express ideas about self, other people, places, and events.</p> <p>2. Identify and compare reasons why people create and use art by studying artworks and other sources of information.</p> <p>3. Differentiate among works by artists representative of different cultures.</p> <p>4. Compare processes used to interpret and express ideas in the visual arts and other disciplines.</p>

Domain: Fine Arts

Strand: Visual Arts: Creative Expression and Production

Standard: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			<p>1. Create images and forms from observation, memory, imagination, and feelings.</p> <p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.</p>	<p>1. Create images and forms from observation, memory, imagination, and feelings.</p> <p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.</p>	<p>1. Create images and forms from observation, memory, imagination, and feelings.</p> <p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.</p>	<p>1. Create images and forms from observation, memory, imagination, and feelings.</p> <p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.</p>

Domain: Fine Arts Strand: Visual Arts: Aesthetics and Criticism Standard: Students will demonstrate the ability to make aesthetic judgments.						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
			1. Develop and apply criteria to analyze personally created artworks and the artworks of others.	1. Develop and apply criteria to analyze personally created artworks and the artworks of others.	1. Develop and apply criteria to analyze personally created artworks and the artworks of others	1. Develop and apply criteria to analyze personally created artworks and the artworks of others.

Domain: Social Foundations

Strand: Social Emotional Regulation

Standard: Demonstrates healthy self-confidence.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Gain in self-control/regulation.	Show increasing self-regulation. Play alongside other children.	A. Demonstrates Independence in a range of Routines and Tasks 1. Begins to actively participate in classroom activities (e.g., answers questions or joins dramatic play). 2. Chooses where to play during center time.	A. Demonstrates Independence in a range of Routines and Tasks 1. Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity). 2. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.	A. Demonstrates Independence in a range of Routines and Tasks 1. Transitions between tasks and routines with a verbal and/or visual warning (i.e., requires limited to no additional prompts). 2. Self-selects a variety of activities during free choice and puts away related materials where they belong when finished prior to transitioning to next activity. 3. Creates and/or participates in a new challenge independently. 4. Actively participates in creating games or	A. Demonstrates Independence in a range of Routines and Tasks	A. Demonstrates Independence in a range of Routines and Tasks

		<p>B. Demonstrates Age-Appropriate Independence in Decision-Making</p> <p>1. Begins to independently select appropriate materials during specific activities (i.e. when presented with a painting project gets red and green paint).</p> <p>2. Recognizes the appropriate place for items (e.g., their assigned seat, rest spot, etc.).</p>	<p>B. Demonstrates Age-Appropriate Independence in Decision-Making</p> <p>1. Shows interest in leading activities and taking responsibility during cleanup activities.</p> <p>2. Begins identifying when things are not put away in designated areas.</p> <p>3. Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").</p>	<p>activities with peers.</p> <p>B. Demonstrates Age-Appropriate Independence in Decision-Making</p> <p>1. Independently takes initiative to solve problems occurring within activities without immediately requiring adult support (e.g., the child will search for the missing piece in a game for several minutes before asking for help).</p>	<p>1. Identify how to make a good choice/decision.</p>	<p>1. Identify choices available in order to make a decision.</p>
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Domain: Social Foundations

Strand: Social & Emotional Regulation

Standard: Initiates and maintains relations.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Begin to express a variety of feelings.	Show more awareness of the feelings of another child. Use coping skills with tasks, and interactions with peers and adults. Show more awareness of the feelings of another	A. Expresses, Understands, and Responds to Feelings/Emotions of Others 1. Identifies basic feelings (e.g., sad, mad, happy). 2. Begins to express emotions through non-verbal cues with adult modeling and support (e.g., body language, facial expressions, crosses arms, and frowns). 3. Recognizes when someone needs help, but may not	A. Expresses, Understands, and Responds to Feelings/Emotions of Others 1. Communicates negative and positive emotions verbally and responds to teacher prompts or directions. 2. Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others. 3. Seeks adult assistance for classmates who need	A. Expresses, Understands, and Responds to Feelings/Emotions of Others 1. Identifies feelings and expresses them to others (e.g., lets another child know they are happy, sad, mad, etc.) and is able to explain why (e.g., “I’m mad because you took my toy”). 2. Communicates negative emotions in an appropriate way and proposes a solution (e.g., says, “No” or “stop” and proposes a solution to their problem - “Please give me back the book”). 3. Provides comfort and support for peers	1. Examine emotions and responses to various situations. (FROM HEALTH: MENTAL EMOTIONAL HEALTH FRAMEWORK) Recognize methods of communication.	1. Examine emotions and responses to various situations. (FROM HEALTH: MENTAL EMOTIONAL HEALTH FRAMEWORK) Recognize appropriate methods of communication.

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		<p>Compared to Others</p> <p>1. Begins to recognize differences or similarities between self as compared to others (e.g., children with disabilities, gender, hair color, etc.).</p>	<p>Others</p> <p>1. Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).</p> <p>2. Identifies and negotiates when a peer is not given the same instructions or structure (e.g., "William's mommy lets him watch Dora. Why can't I?").</p>	<p>Compared to Others</p> <p>1. Recognizes and accepts differences or similarities between self as compared to others (e.g., children with a disability, cultural differences, gender, etc.).</p> <p>2. Understands and accepts when a peer is not given the same instructions or structure (e.g., Alexander needs a fidget toy to help him stay calm when he's upset).</p>	<p>one's uniqueness.</p>	<p>one's uniqueness.</p>
		<p>D. Shows Ability to Resolve Conflicts</p> <p>1. Accepts compromise when resolving conflicts if suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila finishes her turn").</p>	<p>D. Shows Ability to Resolve Conflicts</p> <p>1. Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., "Take three deep breaths, and then ask Caleb for</p>	<p>D. Shows Ability to Resolve Conflicts</p> <p>1. Begins to see the point of view of others (i.e., theory of mind).</p>		

		<p>2. Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!").</p> <p>3. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one object for a desired one).</p>	<p>another turn").</p> <p>2. Seeks adult help when solving inter-personal conflicts.</p> <p>3. Discusses possible solutions with peers with adult assistance.</p> <p>4. Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can't adapt functionally).</p>	<p>2. Identifies inter-personal conflicts and considers verbal or nonverbal solutions to the conflict.</p> <p>3. Negotiates with others to solve problems.</p> <p>4. Accepts conflict resolution strategies as suggested by others.</p>		
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Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning.

Standard: Self-regulation/inhibitory control.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Gain in self-control/regulation.	Show increasing self-regulation.	<p>A. Control Impulses</p> <p>1. Occasionally avoids imitating the negative behaviors of peers with prompting from an adult.</p> <p>2. Developing the ability to control impulses during structured activities with adult support (e.g., resist the impulse to call out before raising hand during group time).</p> <p>3. May remind other children to control their impulses and follow rules when not able to do so oneself.</p> <p>4. May need to be reminded to stop a habitual action</p>	<p>A. Control Impulses</p> <p>1. Avoids imitating the negative behavior of peers with minimal prompting from adults.</p> <p>2. Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).</p> <p>3. Can play the role of a teacher in game and monitor other children's behavior and remind them to follow the rules.</p> <p>4. Sometimes able to resist habits when they are no longer</p>	<p>A. Control Impulses</p> <p>1. Avoids imitating the negative behaviors of peers.</p> <p>2. Can consistently control impulses during structured activities that are familiar (e.g., raising hand to talk).</p> <p>3. Enjoys working collaboratively to develop complex rules for games (particularly dramatic play) and provide reminders of these rules when necessary.</p> <p>4. More able to monitor behaviors and resist habits</p>		

		<p>when it is not appropriate (e.g. continuing to go to the bathroom for paper towels even though they have been moved into the classroom).</p> <p>5. Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support.</p> <p>B. Resist Temptation</p> <p>1. Briefly able to wait for an object without grabbing. Can wait longer with adult support.</p> <p>2. Can wait for a highly desired food or object with adult reminders (e.g., can wait to eat the cupcake in reach until the birthday song is complete).</p> <p>3. Able to takes turns with preferred toys with</p>	<p>appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course).</p> <p>5. Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.</p> <p>B. Resist Temptation</p> <p>1. Independently waits for an object without grabbing most of the time.</p> <p>2. Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).</p> <p>3. Can wait for a highly desired food or object, although</p>	<p>when they are not appropriate.</p> <p>5. More skillful at games like Red Light, Green Light that require waiting for a signal to do something.</p> <p>B. Resist Temptation</p> <p>1. Consistently waits for an object without grabbing.</p> <p>2. Able to take turns with preferred toys or classroom materials.</p> <p>3. Can consistently wait for a highly desired food or</p>		
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		<p>prompting from an adult.</p> <p>C. Refrains from Emotional Outbursts and Unsafe Behaviors</p> <p>1. Shows progress in resisting the impulse to harm self, others or property in difficult situations or conflicts and using language to express strong feelings instead (e.g., says, "I really, REALLY need that swing!"). May still fall apart under stress.</p>	<p>may occasionally need reminders.</p> <p>C. Refrains from Emotional Outbursts and Unsafe Behaviors</p> <p>1. Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property.</p>	<p>object when asked. May decide independently to wait as well (e.g., decides to eat a favorite food last).</p> <p>C. Refrains from Emotional Outbursts and Unsafe Behaviors</p> <p>1. Uses physical, imaginative, and cognitive resources to comfort self (e.g., goes to his or her desk or designated quiet area voluntarily when upset) and resist impulse to harm self, others or property.</p> <p>2. Controls the expression of emotion; however, he or she continues to need adult guidance in this area.</p>		
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		<p>D. Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child</p> <p>1. Maintains focus on one activity for longer periods of time as long as the activity is age-appropriate and of interest (e.g., can repeatedly solve and dump out a wooden puzzle, even with other children playing in the background).</p>	<p>D. Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child</p> <p>1. Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, “I’ll play with you later. I want to finish this”).</p> <p>2. Capable of sustaining focus on longer-term or complex projects, with support from an adult.</p>	<p>D. Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child</p> <p>1. Capable of resisting distractions and keeping attention focused on a task of interest to the child.</p> <p>2. Able to independently maintain focus on a project of interest for a sustained period of time (e.g., spends a rainy day building a complicated fort out of chairs and blankets, complete with props and signs).</p>		
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		<p>E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else</p> <p>1. Remains on task during an activity set by the teacher for short periods of time despite distractions though still may require prompting from an adult.</p> <p>2. Can return to an earlier task after an interruption, with adult reminders.</p>	<p>E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else</p> <p>1. Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity).</p> <p>2. May need a reminder to return to an earlier task after an interruption.</p>	<p>E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else</p> <p>1. Independently avoids distractions and remains on task for short periods of time during a teacher directed activity.</p> <p>2. Can independently pause and resume an activity to respond to an interruption.</p> <p>3. Uses self-talk and other strategies to maintain focus on difficult tasks and assignments from adults (e.g., “There’s only three more questions left. If I finish these, then I’ll be all done with this project”).</p>		
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		<p>cubby).</p> <p>4. Can remember a response to a teacher's question long enough to respond appropriately after waiting for a turn during a short group discussion.</p> <p>5. Can put down a toy and remember its location for a brief period of time.</p> <p>6. Can enjoy success at simple memory games tracking a few objects or pictures.</p>	<p>4. Can remember and follow two-step directions without prompting.</p> <p>5. Can hold in mind the comments of peers and respond appropriately during a short class discussion.</p> <p>6. Can keep track of a few different objects for short periods of time.</p> <p>7. Can enjoy more complex memory games with more cards or objects.</p>	<p>4. Can contribute appropriately to more complex group discussions, holding in mind both the topic of discussion and the contributions of peers.</p> <p>5. Can keep track of the parts for more complicated projects involving many pieces.</p> <p>6. Can enjoy success at complex memory games, including games requiring the tracking hidden objects (e.g., a memory game on a rotating board).</p>		
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Domain: Social Foundations Strand: Approaches to Learning & Executive Functioning Standard: Cognitive Flexibility						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Interact with other children.	Share his feelings through talking and pretend play.	<p>A. Can Flexibly Apply Rules to Games and Behavior</p> <p>1. Can take on a character in pretend play and sustain this role consistently for approximately 5-10 minutes with adult modeling and support.</p> <p>2. Can enjoy games with rules and follow the rules some of the time.</p> <p>3. Can learn to follow different rules in different contexts and can do so with reminders (e.g., use indoor voices indoors but not outdoors).</p> <p>4. Can recognize when making a mistake and change</p>	<p>A. Can Flexibly Apply Rules to Games and Behavior</p> <p>1. Can independently sustain a character in pretend play for ten minutes or longer.</p> <p>2. Can switch roles in dramatic play.</p> <p>3. Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).</p> <p>4. Can follow different rules in different familiar</p>	<p>A. Can Flexibly Apply Rules to Games and Behavior</p> <p>1. Sustains roles in pretend play independently and negotiates the roles.</p> <p>2. Can change roles easily during the play if necessary or desired.</p> <p>3. Become skilled at games like Simon Says that require the child to follow two different rules and can shift rules without direct prompting.</p> <p>4. Can consistently follow different rules in different</p>		

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		<p>approach with adult help.</p> <p>5. Able to sort materials by two different characteristics (e.g., blocks go here, dolls go here).</p> <p>B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem</p> <p>1. Employs a strategy to solve a problem with adult modeling, prompting, and support.</p>	<p>contexts with minimal reminders (e.g., take off shoes at home but not at school).</p> <p>5. Will often recognize and correct mistakes independently.</p> <p>6. Able to change the categories used for sorting materials with help (e.g., sort by color then by shape).</p> <p>B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem</p> <p>1. Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits).</p>	<p>contexts and quickly learn and follow new rules in new contexts.</p> <p>5. Able to recognize and correct mistakes.</p> <p>6. Can sort by different attributes independently.</p> <p>B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem</p> <p>1. Solves problems by planning and carrying out a sequence of actions; may seek more than one solution, and explain their reasoning (e.g., discusses the number of people who want some</p>		
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<p>Begin to express a variety of feelings.</p>	<p>Use coping skills with tasks, and interactions with peers and adults.</p>	<p>2. Asks adults to solve or “fix” a problem.</p> <p>3. Continues to become more flexible in problem-solving and thinking through alternatives (e.g., when trying to put on shoes, talks to self about what to do first. If the shoe won't easily go on</p>	<p>2. Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings).</p> <p>3. When in conflict with another child, increasingly able to suggest possible solutions.</p>	<p>play dough, suggests methods for dividing it, and how they might determine if the pieces are all the same).</p> <p>2. Becomes increasingly able to think creatively about multiple solutions to a problem (i.e., analyzes possible results).</p> <p>3. Utilizes varied and flexible approaches to solve longer-term or more abstract challenges (e.g., when planning to have friends over on a rainy day, thinks about how to deal with a</p>		
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		<p>one foot, he or she tries the other foot).</p> <p>4. After a conflict with another child, can talk about other ways the problem might have been resolved.</p> <p>5. When faced with a problem can slow down and think through options with support from an adult (e.g., “It looks like someone is in your way. What could you do to get him to move?”).</p>	<p>4. When faced with a problem, can be reminded to slow down and think about what to do.</p>	<p>limited space to play).</p> <p>4. Able to negotiate conflicts with other children independently by considering a few potential solutions.</p> <p>5. May slow down and use self-talk to think about what to do when approaching problem.</p>		
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Domain: Social Foundations Strand: Approaches to Learning and Executive Functioning Standard: Initiative & Curiosity						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
	Understand questions and simple directions.	<p>A. Desire to Learn—Ask Questions and Seeks New Information</p> <p>1. Begins to ask basic “wh” questions related to the environment (e.g., “Where is Sarah going?”).</p> <p>2. Seeks experiences with new toys and materials (e.g., listens to stories, plays with friends at the water table, takes trips to the fire station).</p> <p>3. Generates ideas with teachers and peers with adult modeling and support.</p>	<p>A. Desire to Learn—Ask Questions and Seeks New Information</p> <p>1. Asks questions about future events, as well as about the here and now (e.g., asks, “When will we go to Val’s?”).</p> <p>2. Poses questions to seek explanations about topics of interest with adult support and modeling.</p> <p>3. Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then</p>	<p>A. Desire to Learn—Ask Questions and Seeks New Information</p> <p>1. Asks higher-level questions (e.g., “What would happen if we had no food?” or “Why was Raymond mad at me?”).</p> <p>2. Poses questions to seek explanation on a variety of topics.</p> <p>3. Tries an even wider range of new experiences, both independently and with peers and adults</p>	Explain the concept of effort.	Explain the concept of effort.

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			<p>sorts what sinks vs. what floats).</p> <p>4. Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, "Janice goes fishing. Can I?").</p>			
		<p>B. Desire to Learn—Interest in Challenges</p> <p>1. Continues to ask numerous questions, which are becoming more verbally complex (e.g., asks, "How do we get to Nana's house?").</p> <p>2. Starts to demonstrate enthusiasm for new challenges and experiences.</p>	<p>B. Desire to Learn—Interest in Challenges</p> <p>1. Asks questions about future events, as well as about the here and now (e.g., asks "When will we go to Sarah's house again?").</p> <p>2. Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter "S" and says, "S! That's in</p>	<p>4. Expands verbal and nonverbal enthusiasm for learning new things, including academic (e.g., reading, writing) and physical skills (e.g., riding a bike).</p> <p>B. Desire to Learn—Interest in Challenges</p> <p>1. Attempts activities that are new and challenging. May deliberately take risks when learning new skills.</p> <p>2. Shows interest and skill in more complex self-help skills (e.g., zips jacket, prepares a snack).</p>		

		<p>C. Independence in Learning—Plans and Initiates Projects</p> <p>1. Begins to actively participate in classroom activities (i.e. answers questions or joins dramatic play).</p> <p>2. Chooses where to play during center time.</p>	<p>my name! What is that word?").</p> <p>3. Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peer-created game or activity, tries to dress a new doll or builds a new construction toy).</p> <p>C. Independence in Learning—Plans and Initiates Projects</p> <p>1. When prompted, initiates plan of activities.</p> <p>2. Shows interest in leading activities and taking responsibility during cleanup activities.</p>	<p>C. Independence in Learning—Plans and Initiates Projects</p> <p>1. Independently plans a project and gathers materials needed to execute the project.</p> <p>2. Self-selects a variety of activities during free choice and puts away related materials where they belong when finished prior to transitioning to next activity.</p>		
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		<p>3. Begins to independently select appropriate materials during specific activities (e.g., when presented with a painting project gets red and green paint).</p>	<p>3. Further expands areas of decision-making (e.g., child may say, "This morning I'm going to work on my Lego building").</p> <p>4. Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done).</p>	<p>3. Actively participates in creating games or activities with peers.</p> <p>4. Independently takes initiative to solve problems occurring within activities without immediately requiring adult support (e.g., the child will search for the missing piece in the doctor's kit for several minutes before asking for help).</p>		
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Domain: Social Foundations Strand: Approaches to Learning & Executive Functioning Standard: Demonstrates Persistence						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
		<p>A. Persists in an Activity From Start to Finish (Complete a Task)-Independently</p> <p>1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.</p> <p>2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).</p> <p>3. Notes sense of accomplishment when finishing a planned activity (e.g., successfully drawing a figure).</p>	<p>A. Persists in an Activity From Start to Finish (Complete a Task)--Independently</p> <p>1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.</p> <p>2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).</p> <p>3. Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage).</p>	<p>A. Persists in an Activity From Start to Finish (Complete a Task)-Independently</p> <p>1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.</p> <p>2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).</p> <p>3. Can persist in completing a complicated plan (e.g., creating a parade in the classroom that involves making instruments, costumes and decorations).</p>		

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		<p>B. Persists in the Face of Failure</p> <p>1. Insists upon putting on coat independently, even though prior attempts have been unsuccessful.</p> <p>2. Continues to stack cups or complete a simple puzzle unsuccessfully without an emotional outburst with adult support.</p> <p>3. Can adjust approach to a task to resolve difficulties with adult help (e.g., if teacher suggests the child rotate a puzzle piece to find a better fit).</p>	<p>B. Persists in the Face of Failure</p> <p>1. Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement.</p> <p>2. Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete.</p> <p>3. Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit).</p>	<p>B Persists in the Face of Failure</p> <p>1. Continues to attempt to build a tower even after three or more unsuccessful attempts independently.</p> <p>2. Experiences difficulty with writing, however continues to try write letters and numbers independently, until the task is completed.</p> <p>3. Will consistently try a new approach to a problem when the old one is not working (e.g., immediately rotating a puzzle piece to find a better fit).</p>		
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Domain: Social Foundations Strand: Approaches to Learning & Executive Functioning Standard: Demonstrates Cooperation						
1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
	<p>Play alongside other children.</p> <p>Show more awareness of the feelings of another child.</p>	<p>A. Positively Participates in Cooperative Play</p> <p>1. Offers basic help to peers who are in need, upset, hurt, or angry (e.g., hug, comfort object, pat, encouraging word).</p> <p>2. Attempts to give aid may not take into account the other child's characteristics or needs (e.g., offers a crying classmate his or her own stuffed animal, even though the child has another comfort object).</p>	<p>A. Positively Participates in Cooperative Play</p> <p>1. Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My daddy can fix that bike. He knows how").</p>	<p>A. Positively Participates in Cooperative Play</p> <p>1. Uses a wider array of words or actions to demonstrate awareness, understanding, and concern for what others are feeling (e.g., goes over to a child whose block building has fallen down and says, "Don't worry, Manuel. I'll help you build it up again").</p>		

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	<p>Show his feelings through talking and pretend play.</p>	<p>3. Begins to have real friendships, even though he or she may not understand the concept of friendship or that these relationships may not last (e.g., says “my best friends are Nathan, Sharon, Enrique, Cassidy...” and all others in his or her class).</p> <p>4. Accepts compromise when resolving conflicts if it is suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila has finished").</p>	<p>3. Shows further progress in developing friendships with peers, even if a bond is formed with just one other child.</p> <p>4. Begins to try to please other children (e.g., says, "You can come to my birthday party, ok?").</p> <p>5. Suggests solutions to problems with other children, while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can</p>	<p>3. Continues to establish and maintain friendships with other children. Seeks others' acceptance and friendship (e.g., says, "We're buddies, right?").</p> <p>4. Uses a broader repertoire of strategies, including negotiation and compromise, to resolve conflicts before seeking adult help (e.g., says, "I have a great idea, Henry! You be the bear, and I will be the lion. Then we can switch!").</p> <p>5. Uses more complex language to express his or her understanding of feelings and their causes (e.g., says, "I want to try riding</p>		
	<p>Use coping skills with tasks, and interactions with peers and adults.</p>	<p>5. Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!").</p>				

		<p>6. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one doll for a desired one by saying, "You have THIS dolly, okay?").</p>	<p>BOTH be firemen!").</p>	<p>on that, but I'm sort of scared, too").</p>		
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Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning

Standard: Understanding & complying with classroom rules, routines, & expectations.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Gain in self-control/regulation.	Show increasing self-regulation.	<p>A. Follows Routines, Rules, and Directions</p> <p>1. Follows classroom rules frequently</p> <p>2. Behaves appropriately within the context of the classroom routines (e.g., sits for brief periods during circle or washes hands for lunch time).</p> <p>3. Begins to anticipate the next activity in the routine (e.g., asking “Are we going outside?” during snack time).</p>	<p>A. Follows Routines, Rules, and Directions</p> <p>1. Helps to create classroom rules.</p> <p>2. Responds to teacher directions or signals consistently.</p> <p>3. Takes initiative with assigned or chosen tasks relating to classroom routines.</p> <p>4. Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when</p>	<p>A. Follows Routines, Rules, and Directions</p> <p>1. Able to answer why specific rules exist (i.e., safety rules).</p> <p>2. Able to help create school rules.</p> <p>3. Able to recognize rules as fair or unfair.</p> <p>4. Able to help problem solve rules in support of fair treatment of everyone.</p>		

			<p>someone else is talking or raises hand to share).</p> <p>5. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.</p>	<p>5. Able to plan their activities around the classroom routine</p> <p>6. Identifies classroom routines by day of the week (e.g., understanding on Monday music is after lunch, etc.).</p> <p>7. Behaves appropriately within the context of school routines (e.g., exiting the bus or attending school assemblies).</p>		
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Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning

Standard: Understanding & complying with classroom rules, routines, and expectations.

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
		<p>A. Demonstrates the Ability to Postpone Activity and Start Another</p> <p>1. Responds to visual or auditory prompts and cues to transition to the next activity with adult support.</p> <p>2. Moves from a preferred activity to a less preferable activity with adult support and assistance.</p> <p>3. Demonstrates the ability to stop an engaging activity to help clean up with adult support.</p> <p>B. Demonstrates the Ability to Adopt to New</p>	<p>A. Demonstrates the Ability to Postpone Activity and Start Another</p> <p>1. Takes and gives cues to other children during transition and models their appropriate behavior with adult support.</p> <p>2. Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult.</p> <p>B. Demonstrates the Ability to Adopt to New Environments</p>	<p>A. Demonstrates the Ability to Postpone Activity and Start Another</p> <p>1. Consistently demonstrates the ability to independently stop an engaging activity to transition to another less desirable activity.</p> <p>2. Responds to visual or auditory prompts and cues to transition to the next activity with little or no adult prompting.</p> <p>B. Demonstrates the Ability to Adopt to New</p>		

<p>Rely on trusted adults to feel safe trying new activities.</p>	<p>Continues to need adult approval but show more independence.</p>	<p>Environments with Appropriate Behaviors with Adult Support</p> <ol style="list-style-type: none"> 1. Demonstrates comfort with the transition from home to the classroom environment (e.g., begins to calm down quicker and more frequently when parents leave). 2. Engages with trusted adults during transition with support and encouragement. <p>C. Demonstrates Appropriate Use of</p>	<p>with Appropriate Behaviors with Adult Support</p> <ol style="list-style-type: none"> 1. Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day. 2. Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave). 3. Engages in out of the classroom activities (i.e., recess) and successfully re-enters classroom without disruption. <p>C. Demonstrates Appropriate Use of</p>	<p>Environments with Appropriate Behaviors with Adult Support</p> <ol style="list-style-type: none"> 1. Arrives at school ready to engage in the classroom routine. 2. Consistently transitions easily from home to school. 3. Engages in out of classroom activities and successfully re-enters the classroom routine without disruption independently. <p>C. Demonstrates Appropriate Use of</p>		
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		<p>Materials or Belongings and Those of Others</p> <ol style="list-style-type: none">1. Begins to help with clean up after activities with prompting and adult assistance.2. Begins to recognize where materials belong.3. Begins to understand how to use age-appropriate classroom materials with modeling and prompting. Follows adult direction and modeling for an assigned task (e.g., turning pages of book with care, then puts book back onto shelf with prompting).4. Begins to reference past	<p>Materials or Belongings and Those of Others</p> <ol style="list-style-type: none">1. Helps with clean up after activities with prompting.2. Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care).3. Recognizes and is responsible for returning items to appropriate location with prompting.4. Begins identifying when things are not	<p>Materials or Belongings and Those of Others</p> <ol style="list-style-type: none">1. Cleans up after activities, placing items in their appropriate place independently.2. Demonstrates appropriate use of classroom materials with consistency and independently.3. Begins to understand and appropriately care for items that belong to someone else.4. Continues to benefit from		
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		<p>knowledge to create understanding of new information through pretend play (e.g., says “This game is like the one we played in Ms. Kim’s class).</p>	<p>put away in designated areas.</p>	<p>hands- on experiences to support more abstract thinking skills (e.g., makes a book about last summer's vacation trip, complete with sections for each place visited, drawings to illustrate, and labels written with adult help).</p>		
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Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning

Standard: Demonstrates cognitive flexibility—Understands symbolic representation

1 Year	2 Years	3 Years	4 Years	Kindergarten	Grade 1	Grade 2
Explore drawing, painting and writing as a way of communicating.	Recognize that drawings, paintings and writing are meaningful representations.	<p>A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects</p> <p>1. Develops generic symbols for repeated drawings of common objects like sun, dog and house.</p> <p>2. Begins drawing in a more realistic manner, occasionally oscillating between realism and scribbling.</p>	<p>A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects</p> <p>1. Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows).</p> <p>2. Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper</p>	<p>A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects</p> <p>1. Develops a set of symbols to create a landscape that eventually becomes a single variation repeated endlessly.</p> <p>2. Landscapes are composed carefully, giving the impression that removing any single form would throw off the balance of</p>		

<p>Interact with other children.</p>	<p>Share his feelings through talking and pretend play.</p>	<p>B. Engages in Pretend Play and Acts Out Roles</p> <p>1. Identifies difference between fantasy and reality with adult support and prompting.</p> <p>2. Able to act out simple roles (i.e., “Look, I am a dog, ruff, ruff”).</p> <p>C. Recognizes Cause and Effect</p> <p>1. Understands explanations when</p>	<p>into a mobile from which illustrations of these foods are hung).</p> <p>B. Engages in Pretend Play and Acts Out Roles</p> <p>1. Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs).</p> <p>2. Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish).</p> <p>3. Becomes more animated in play (e.g., using different voices for the baby, dog, etc.)</p> <p>C. Recognizes Cause and Effect</p> <p>1. Increased ability to understand</p>	<p>the whole picture.</p> <p>B. Engages in Pretend Play and Acts Out Roles</p> <p>1. Imitates and sustains pretend play independently and negotiates the roles.</p> <p>2. Begins adhering to social norms in pretend play (e.g., only girls can be mommies).</p> <p>3. Demonstrates understanding of the world around her/him.</p> <p>C. Recognizes Cause and Effect</p> <p>1. Increased ability to understand</p>		
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		concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue").	explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue"). 2. Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience.	verbal explanations of phenomena that are not directly experienced, as long as the child has had similar experiences (e.g., "The sun gives off heat. Even though you can't see it, it's happening"). 2. Begins to understand consequences of own action when prompted by teacher (e.g., "Tell me what is a good reward for helping your friends clean up their block game").		
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