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SOCIAL AND EMOTIONAL DEVELOPMENT

A. Initiative and planning
1. Child initiates or plans an activity or a project and carries it through to completion.
2. Child initiates or plans an activity or a project and carries it through to completion.
3. Child initiates or plans an activity or a project and carries it through to completion.
B. Problem solving with materials
1. Child moves fewer than 2 feet in one direction.
2. Child moves fewer than 2 feet in one direction.
3. Child moves fewer than 2 feet in one direction.
4. Child moves and follows through on two or more directed lines.
C. Reflection
1. Child reflects on his or her own actions or on actions of others.
2. Child reflects on his or her own actions or on actions of others.
3. Child reflects on his or her own actions or on actions of others.
D. Emotions
1. Child shows emotions with his or her face or body.
2. Child initiates physical contact with another person to express an emotion.
3. Child shows emotions with his or her face or body.
4. Child shows emotions with his or her face or body.
5. Child shows emotions with his or her face or body.
6. Child shows emotions with his or her face or body.
7. Child shows emotions with his or her face or body.

PHYSICAL DEVELOPMENT AND HEALTH

A. Gross-motor skills
1. Child moves fewer than 2 feet in one direction.
2. Child moves and follows through on two or more directed lines.
3. Child moves and follows through on two or more directed lines.
4. Child moves and follows through on two or more directed lines.

K. Personal care and healthy behavior
1. Child takes a bath or shower regularly.
2. Child takes a bath or shower regularly.
3. Child takes a bath or shower regularly.
4. Child takes a bath or shower regularly.
5. Child takes a bath or shower regularly.
6. Child takes a bath or shower regularly.

M. Listening and comprehension
1. Child responds nonverbally to simple statements or requests.
2. Child responds nonverbally to simple statements or requests.
3. Child responds nonverbally to simple statements or requests.
4. Child responds nonverbally to simple statements or requests.
5. Child responds nonverbally to simple statements or requests.

N. Phonological awareness

O. Alphabetical knowledge
1. Child attends to visual cues.
2. Child pulls word texts and materials that have the characteristics of letters.
3. Child identifies a letter.
4. Child identifies two or more letters.
5. Child identifies more than two or more letters.
6. Child identifies more than two or more letters.
7. Child identifies more than two or more letters.

P. Reading
1. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
2. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
3. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
4. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
5. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
6. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
7. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.

Q. Writing
1. Child shows emotions with his or her face or body.
2. Child initiates physical contact with another person to express an emotion.
3. Child shows emotions with his or her face or body.
4. Child shows emotions with his or her face or body.
5. Child shows emotions with his or her face or body.
6. Child shows emotions with his or her face or body.
7. Child shows emotions with his or her face or body.

R. Expressing a plan
1. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
2. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
3. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
4. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
5. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
6. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.
7. Child uses a sound of an animal, a vehicle, or another familiar object to spell a word.

S. Number and counting
1. Child counts to one or more objects.
2. Child counts to one or more objects.
3. Child counts to one or more objects.
4. Child counts to one or more objects.
5. Child counts to one or more objects.
6. Child counts to one or more objects.
7. Child counts to one or more objects.

T. Geometry: Shapes and spatial awareness
1. Child identifies different shapes and objects.
2. Child identifies different shapes and objects.
3. Child identifies different shapes and objects.
4. Child identifies different shapes and objects.
5. Child identifies different shapes and objects.
6. Child identifies different shapes and objects.
7. Child identifies different shapes and objects.

U. Measurement
1. Child measures objects using non-standard units.
2. Child measures objects using non-standard units.
3. Child measures objects using non-standard units.
5. Child measures objects using non-standard units.
6. Child measures objects using non-standard units.
7. Child measures objects using non-standard units.

V. Patterns
1. Child shows emotions with his or her face or body.
2. Child initiates physical contact with another person to express an emotion.
3. Child shows emotions with his or her face or body.
4. Child shows emotions with his or her face or body.
5. Child shows emotions with his or her face or body.
6. Child shows emotions with his or her face or body.
7. Child shows emotions with his or her face or body.

W. Data analysis
1. Child makes verbal sounds such as cooing and babbling.
2. Child makes verbal sounds such as cooing and babbling.
3. Child makes verbal sounds such as cooing and babbling.
4. Child makes verbal sounds such as cooing and babbling.
5. Child makes verbal sounds such as cooing and babbling.
6. Child makes verbal sounds such as cooing and babbling.
7. Child makes verbal sounds such as cooing and babbling.

X. Language, literacy, and communication
1. Child talks and asks questions about a book, established eye contact, or waiting.
2. Child talks and asks questions about a book, established eye contact, or waiting.
3. Child talks and asks questions about a book, established eye contact, or waiting.
4. Child talks and asks questions about a book, established eye contact, or waiting.
5. Child talks and asks questions about a book, established eye contact, or waiting.
6. Child talks and asks questions about a book, established eye contact, or waiting.
7. Child talks and asks questions about a book, established eye contact, or waiting.
SOCIAL AND EMOTIONAL DEVELOPMENT

D. Emotions
0. Child makes verbal sounds such as cooing and babbling.
1. Child makes the sound of an animal, a vehicle, or another familiar object.
2. Child repeats or joins in saying parts of simple rhymes.
3. Child spontaneously says real or made-up rhyming words.
4. Child points out that two words do not rhyme.

E. Building relationships with others
1. Child plays with three-dimensional materials that have the characteristics
   of letters.
2. Child says a two- or three-word phrase to refer to a person, animal, or object.
4. Child identifies four or more single-digit numerals.
5. Child counts (with one-to-one correspondence) more than 10 objects and says
   what he or she would do the same or differently next time.

SOCIAL AND EMOTIONAL DEVELOPMENT

G. Community
0. Child grasps objects.
1. Child collects objects.
2. Child groups things into two or more collections.
3. Child names emotions.
5. Child makes a healthy choice and explains why it is good for him or her.
6. Child explains how and why people have to take care of their bodies.

H. Conflict resolution
0. Child combines with other to act in a conflict situation.
1. Child combines with other to act in a conflict situation.
2. Child reacts to a conflict by withdrawing, crying, hitting, kicking, or biting.

PHYSICAL DEVELOPMENT AND HEALTH

I. Gross-motor skills
0. Child moves around on all fours.
1. Child stands up from a sitting position.
2. Child uses an object such as a spoon or fork to eat.
3. Child uses small muscles with moderate control.
4. Child uses small muscles with dexterity and precision.

J. Fine-motor skills
0. Child opens and closes or opens his or her hands.
1. Child picks up small objects such as crayons or blocks.
2. Child uses an object such as a spoon or fork to eat.
3. Child uses small muscles with moderate control.
4. Child uses small muscles with dexterity and precision.

K. Personal care and healthy behavior
0. Child uses hand towel or washes hands before meals and after using the bathroom.
1. Child uses appropriate personal hygiene tools such as soap, toothbrush, and toothpaste.
2. Child uses a toothbrush with supervision.
3. Child gets dressed and undressed independently.
4. Child washes hands with soap and water regularly.

LANGUAGE, LITERACY, AND COMMUNICATION

L. Speaking
0. Child makes verbal sounds such as cooing and babbling.
1. Child says a two- or three-word phrase to refer to a person, animal, or object.
2. Child asks for help in solving a problem with materials.
3. Child describes and gives a reason why something feels different about the same situation.

M. Listening and comprehension
0. Child requests to be read to and to participate in group activities.
1. Child identifies written and oral language (syntax), and/or vocabulary (semantics).
2. Child uses letter sounds (alphabetic principle), picture clues (visual context), patterns or event pictured in a book.
5. Child makes a healthy choice and explains why it is good for him or her.
6. Child explains how and why people have to take care of their bodies.

M. Listening and comprehension
0. Child requests to be read to and to participate in group activities.
1. Child can identify written and oral language (syntax), and/or vocabulary (semantics).
2. Child uses letter sounds (alphabetic principle), picture clues (visual context), patterns or event pictured in a book.
3. Child identifies written and oral language (syntax), and/or vocabulary (semantics).
4. Child can identify written and oral language (syntax), and/or vocabulary (semantics).
5. Child can identify written and oral language (syntax), and/or vocabulary (semantics).
6. Child can identify written and oral language (syntax), and/or vocabulary (semantics).

M. Listening and comprehension
0. Child requests to be read to and to participate in group activities.
1. Child can identify written and oral language (syntax), and/or vocabulary (semantics).
2. Child uses letter sounds (alphabetic principle), picture clues (visual context), patterns or event pictured in a book.
3. Child identifies written and oral language (syntax), and/or vocabulary (semantics).
4. Child can identify written and oral language (syntax), and/or vocabulary (semantics).
5. Child can identify written and oral language (syntax), and/or vocabulary (semantics).
6. Child can identify written and oral language (syntax), and/or vocabulary (semantics).

M. Listening and comprehension
0. Child requests to be read to and to participate in group activities.
1. Child can identify written and oral language (syntax), and/or vocabulary (semantics).
2. Child uses letter sounds (alphabetic principle), picture clues (visual context), patterns or event pictured in a book.
3. Child identifies written and oral language (syntax), and/or vocabulary (semantics).
4. Child can identify written and oral language (syntax), and/or vocabulary (semantics).
5. Child can identify written and oral language (syntax), and/or vocabulary (semantics).
6. Child can identify written and oral language (syntax), and/or vocabulary (semantics).

O. Alphabetic knowledge
0. Child adheres to visual models.
1. Child writes three (or more) consonants that have the characteristic features of letters.
2. Child makes whole words.
3. Child reads a picture by labeling what he or she sees.
5. Child identifies a letter.

Q. Book enjoyment and knowledge
0. Child enjoys a pattern in a book.
2. Child looks at a book front to back and turns the pages one at a time.
4. Child reads two or more words.
5. Child reads distinct words while following a line of text, reading new words by using letter sounds (alphabetic principle), picture clues (visual context), patterns or event pictured in a book.

R. Writing
0. Child grasps objects.
1. Child makes verbal sounds such as cooing and babbling.
2. Child seeks out a familiar adult to communicate a simple need or desire.
4. Child translates a pattern into sounds, symbols, movements, and physical expression.
5. Child writes several sentences from left to right in horizontal lines.

S. Number and counting
0. Child sorts, groups, or holds objects together.
1. Child sorts, groups, or holds objects together.
2. Child grasps objects.
3. Child divides a pattern into sound, symbols, movements, and physical expression.
4. Child engages in a conversation with an adult to learn or share more information.
5. Child can write several letters.
6. Child can write several letters.

T. Geometry: Shapes and spatial awareness
0. Child identifies a line or object that is straight.
1. Child identifies a line or object that is straight.
2. Child identifies a line or object that is straight.
3. Child identifies a line or object that is straight.
4. Child identifies a line or object that is straight.
5. Child identifies a line or object that is straight.
6. Child identifies a line or object that is straight.

U. Measurement
0. Child explores tools such as bowls, buckets, or one more objects with measureable attributes: size, weight.
1. Child explores tools such as bowls, buckets, or one more objects with measureable attributes: size, weight.
2. Child explores tools such as bowls, buckets, or one more objects with measureable attributes: size, weight.
3. Child explores tools such as bowls, buckets, or one more objects with measureable attributes: size, weight.
4. Child explores tools such as bowls, buckets, or one more objects with measureable attributes: size, weight.
5. Child explores tools such as bowls, buckets, or one more objects with measureable attributes: size, weight.

V. Patterns
0. Child sorts tools or handles object and then another.
1. Child sorts tools or handles object and then another.
2. Child sorts tools or handles object and then another.
3. Child sorts tools or handles object and then another.
4. Child sorts tools or handles object and then another.
5. Child sorts tools or handles object and then another.

W. Data analysis
0. Child explores whole objects at a time and then another.
1. Child explores whole objects at a time and then another.
2. Child explores whole objects at a time and then another.
3. Child explores whole objects at a time and then another.
4. Child explores whole objects at a time and then another.
5. Child explores whole objects at a time and then another.
SOCIAL AND EMOTIONAL DEVELOPMENT

A. Initiative and planning
1. Child suggests an activity or idea for play.
2. Child initiates play with an object or by going to a specific location to play.
3. Child initiates an activity, game, or conversation.

B. Problem solving with materials
1. Child moves his or her face or body.
2. Child initiates physical contact with another person to express an emotional need.
3. Child initiates a specific activity when led or assisted by an adult.

C. Reflection
1. Child reflects on his or her own attempts at an activity or event.
2. Child indicates he or she wants something to happen again.
3. Child indicates he or she wants something that happened.
4. Child describes (in words or sounds) what happened.

D. Emotions
1. Child expresses emotions with his or her face or body.
2. Child initiates physical contact with another person to express an emotional need.

E. Building relationships with others
1. Child plays with two or more objects that are the same shape(s).
2. Child plays with one or more objects that are different shape(s).
3. Child plays with objects that are the same size, color, and shape (or different size, color, and shape).

F. Building relationships with other children
1. Child plays with objects that are the same shape(s) or1. object.
2. Child shows sympathy for an unhappy child.
3. Child shares in a turn-taking situation.
4. Child facilitates a turn-taking situation.
5. Child helps a child who is having difficulty or is afraid.

G. Community
1. Child follows directions.
2. Child expresses basic physical needs.
3. Child shows interest in (looks at, touches, handles) one object.
4. Child shows interest in (looks at, touches, handles) one object from a collection.
5. Child explores (looks at, touches, handles) one or more objects with measurement.
6. Child explores related to measurement.

H. Conflict resolution
1. Child combines with both the action and the affect of another child.
2. Child expresses one’s thoughts and feelings, including
to oneself.
3. Child expresses emotions while playing.
4. Child identifies and expresses emotions while playing.
5. Child identifies one’s own feelings and those of others.
6. Child describes feelings and expresses emotions.
7. Child resolves conflicts between children.

PHYSICAL DEVELOPMENT AND HEALTH

I. Gross-motor skills
1. Child moves from side to side, or from front to back.
2. Child moves from the left side of his or her body to the right side of his or her body.
3. Child moves from the left side of his or her body to the right side of his or her body.
4. Child moves from the left side of his or her body to the right side of his or her body.
5. Child moves from the left side of his or her body to the right side of his or her body.
6. Child moves from the left side of his or her body to the right side of his or her body.
7. Child moves from the left side of his or her body to the right side of his or her body.
8. Child moves from the left side of his or her body to the right side of his or her body.
9. Child moves from the left side of his or her body to the right side of his or her body.
10. Child moves from the left side of his or her body to the right side of his or her body.

J. Fine-motor skills
2. Child grasps and releases objects.
5. Child grasps and releases objects.
7. Child grasps and releases objects.

K. Personal care and healthy behavior
1. Child makes a healthy choice and explains why.
2. Child knows how to do something and it is done.
3. Child knows how to do something and it is done.
4. Child knows how to do something and it is done.
5. Child knows how to do something and it is done.
6. Child knows how to do something and it is done.
7. Child knows how to do something and it is done.
8. Child knows how to do something and it is done.
9. Child knows how to do something and it is done.

L. Language, literacy, and communication
1. Child shows word sounds as a moving object.
2. Child shows word sounds as a moving object.
3. Child shows word sounds as a moving object.
4. Child shows word sounds as a moving object.
5. Child shows word sounds as a moving object.
6. Child shows word sounds as a moving object.
7. Child shows word sounds as a moving object.
8. Child shows word sounds as a moving object.
9. Child shows word sounds as a moving object.

M. Listening and comprehension
1. Child requests to be involved in the group, establishing eye contact, or waiting.
2. Child requests to be involved in the group, establishing eye contact, or waiting.
3. Child requests to be involved in the group, establishing eye contact, or waiting.
4. Child requests to be involved in the group, establishing eye contact, or waiting.
5. Child requests to be involved in the group, establishing eye contact, or waiting.
6. Child requests to be involved in the group, establishing eye contact, or waiting.
7. Child requests to be involved in the group, establishing eye contact, or waiting.
8. Child requests to be involved in the group, establishing eye contact, or waiting.
9. Child requests to be involved in the group, establishing eye contact, or waiting.

N. Phonological awareness
1. Child identifies a consonant.
2. Child identifies a consonant.
3. Child identifies a consonant.
5. Child identifies a consonant.
6. Child identifies a consonant.
7. Child identifies a consonant.
8. Child identifies a consonant.

O. Alphabetic knowledge
1. Child identifies the letter.
2. Child identifies the letter.
3. Child identifies the letter.
5. Child identifies the letter.
6. Child identifies the letter.
7. Child identifies the letter.
8. Child identifies the letter.

P. Reading

Q. Book enjoyment and knowledge

R. Writing
1. Child grasps objects.
2. Child grasps objects.
3. Child grasps objects.
5. Child grasps objects.
6. Child grasps objects.
7. Child grasps objects.
8. Child grasps objects.

S. Number and counting
1. Child counts to one.
2. Child counts to one.
3. Child counts to one.
4. Child counts to one.
5. Child counts to one.
6. Child counts to one.
7. Child counts to one.
8. Child counts to one.
9. Child counts to one.

T. Geometry: Shapes and spatial awareness
1. Child identifies a shape and spatial awareness.
2. Child identifies a shape and spatial awareness.
3. Child identifies a shape and spatial awareness.
4. Child identifies a shape and spatial awareness.
5. Child identifies a shape and spatial awareness.
6. Child identifies a shape and spatial awareness.
7. Child identifies a shape and spatial awareness.
8. Child identifies a shape and spatial awareness.
9. Child identifies a shape and spatial awareness.

U. Measurement
1. Child measures objects.
2. Child measures objects.
3. Child measures objects.
5. Child measures objects.
7. Child measures objects.

V. Patterns
1. Child shows patterns.
2. Child shows patterns.
3. Child shows patterns.
5. Child shows patterns.
6. Child shows patterns.
7. Child shows patterns.
8. Child shows patterns.

W. Data analysis
1. Child analyzes data.
2. Child analyzes data.
3. Child analyzes data.
4. Child analyzes data.
5. Child analyzes data.
6. Child analyzes data.
7. Child analyzes data.
8. Child analyzes data.
9. Child analyzes data.