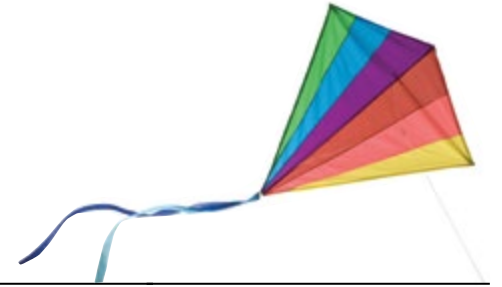


Alignment of



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# Objectives for Development & Learning

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WITH

## Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

### Maine's Preschool Early Learning and Development Standards (P-MELDS) Ages 3-5

Standards adopted 2024

#### STRAND / DOMAIN

#### Social and Emotional Development (34-48 months)

CATEGORY / PERFORMANCE INDICATOR	1	Emotional Development understanding how and why feelings and emotions occur in self and others and developing effective ways for managing those feelings.
STANDARD	1a.	Self Concept

EXPECTATION

Begins to see self as an individual with their own wants, needs, skills, and abilities.

#### Objectives for Development and Learning

##### **Objective 1 Regulates own emotions and behaviors**

##### **1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

##### **Objective 29 Demonstrates knowledge about self**

EXPECTATION

Chooses individual activities.

#### Objectives for Development and Learning

##### **Objective 1 Regulates own emotions and behaviors**

##### **1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION

Expresses self in different roles during pretend play.

#### Objectives for Development and Learning

##### **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and**

**inventiveness in thinking**

Objective 11e.4 Uses creativity and imagination during play and routine tasks

Compares self with others.

**Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self**

Expresses own ideas and opinions.

**Objectives for Development and Learning****Objective 1 Regulates own emotions and behaviors****1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

**Objective 29 Demonstrates knowledge about self**

Begins to show awareness of own autonomy and boundaries.

**Objectives for Development and Learning****Objective 1 Regulates own emotions and behaviors****1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

**Social and Emotional Development (34–48 months)****Emotional Development****Self Regulation**

Demonstrates understanding of and ability to communicate developmentally appropriate basic safety guidelines.

**Objectives for Development and Learning****Objective 1 Regulates own emotions and behaviors****1b Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

EXPECTATION

EXPECTATION

EXPECTATION

**STRAND / DOMAIN**

**CATEGORY / PERFORMANCE  
INDICATOR**

**1**

**STANDARD**

**1b.**

EXPECTATION



EXPECTATION	<p>Shows progress in the ability to express and identify feelings, needs, and opinions across learning environments.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1a Manages feelings</b>  Objective 1a.6 Is able to look at a situation differently or delay gratification  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1c Takes care of own needs appropriately</b>  Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION	<p>Shows progress in ability to recognize and communicate feelings and emotions.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1a Manages feelings</b>  Objective 1a.6 Is able to look at a situation differently or delay gratification</p>
EXPECTATION	<p>Shows progress in sharing the attention of a trusted adult caregiver.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 2 Establishes and sustains positive relationships</b>  <b>2a Forms relationships with adults</b>  Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
EXPECTATION	<p>Shows progress in turn-taking ability.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</b>  Objective 3a.4 Take turns</p>
EXPECTATION	<p>With adult guidance, uses materials and equipment purposefully and safely.</p> <p><b><u>Objectives for Development and Learning</u></b></p>

**Objective 1 Regulates own emotions and behaviors****1b Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

EXPECTATION

Begins to notice the cause and effect of own actions.

**Objectives for Development and Learning****Objective 1 Regulates own emotions and behaviors****1a Manages feelings**

Objective 1a.6 Is able to look at a situation differently or delay gratification

EXPECTATION

Develops listening skills with intentional adult instruction and support.(e.g., teaching children that listening can look like giving their attention to others or events in various ways).

**Objectives for Development and Learning****Objective 1 Regulates own emotions and behaviors****1b Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

**Objective 11 Demonstrates Positive Approaches to Learning****11a Attends and Engages**

Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

**STRAND / DOMAIN****Social and Emotional Development (34–48 months)****CATEGORY / PERFORMANCE INDICATOR**

**1**

**Emotional Development****STANDARD**

**1c.**

**Sympathy and Empathy**

EXPECTATION

Demonstrates a beginning ability to identify basic feelings of self and others in a variety of situations.(e.g., identifying that self or others feels happy, sad, or angry).

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**Objectives for Development and Learning****Objective 2 Establishes and sustains positive relationships****2b Responds to emotional cues**

Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately

EXPECTATION

Demonstrates ability to be kind to self and others in a variety of situations.

**Objectives for Development and Learning****Objective 2 Establishes and sustains positive relationships****2b Responds to emotional cues**

Objective 2b.4 Demonstrates concern about the feelings of others

**Objective 2 Establishes and sustains positive relationships****2c Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

**STRAND / DOMAIN****Social and Emotional Development (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	1	Emotional Development
STANDARD	1d.	Adapting to Diverse Settings

EXPECTATION

Explores objects and materials and interacts with others in a variety of new settings.

**Objectives for Development and Learning****Objective 11 Demonstrates Positive Approaches to Learning****11d Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

EXPECTATION

Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/attendance.

**Objectives for Development and Learning****Objective 1 Regulates own emotions and behaviors**

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**1b Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

**Objective 11 Demonstrates positive approaches to learning****11e Shows flexibility and inventiveness in thinking**

Objective 11e.6 Changes plans if a better idea is thought of or proposed

**STRAND / DOMAIN****Social and Emotional Development (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	2	Social Development
STANDARD	2a.	Building Relationships with Others

EXPECTATION

Separates from adults in familiar settings, with assistance.

**Objectives for Development and Learning****Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.6 Manages separations without distress and engages with trusted adults

EXPECTATION

Approaches others for assistance when needed.

**Objectives for Development and Learning****Objective 2 Establishes and sustains positive relationships****2a Forms relationships with adults**

Objective 2a.6 Manages separations without distress and engages with trusted adults

EXPECTATION

Offers to assist others.

**Objectives for Development and Learning****Objective 2 Establishes and sustains positive relationships****2a Forms relationships with adults**

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Objective 2a.6 Manages separations without distress and engages with trusted adults

**Objective 2 Establishes and sustains positive relationships**

**2c Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

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EXPECTATION

Expresses affection for others.

**Objectives for Development and Learning**

**Objective 2 Establishes and sustains positive relationships**

**2a Forms relationships with adults**

Objective 2a.6 Manages separations without distress and engages with trusted adults

**Objective 2 Establishes and sustains positive relationships**

**2d Makes friends**

Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while

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EXPECTATION

Follows guidance for behavior in different environments.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1b Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

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EXPECTATION

Identifies known safety roles and distinguishes between trusted and unknown adults.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1b Follows limits and expectations**



Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

**Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

EXPECTATION

Engages in parallel play (i.e., plays next to or near others without trying to influence the play or behavior of others).

**Objectives for Development and Learning**

**Objective 2 Establishes and sustains positive relationships**

**2c Interacts with peers**

Objective 2c.2 Plays near other children; uses similar materials or actions

EXPECTATION

Engages in interactive play with others.

**Objectives for Development and Learning**

**Objective 2 Establishes and sustains positive relationships**

**2c Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

EXPECTATION

Leads or participates in cooperative play with others

**Objectives for Development and Learning**

**Objective 2 Establishes and sustains positive relationships**

**2c Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

**STRAND / DOMAIN**

**Social and Emotional Development (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	2	Social Development
STANDARD	2b.	Respecting Similarities and Differences

EXPECTATION

Notices similarities and differences in others.

**Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**Objective 30 Shows basic understanding of people and how they live**

EXPECTATION

Develops relationships with others based upon shared experiences.

**Objectives for Development and Learning**

**Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

**STRAND / DOMAIN**

**Approaches to Learning and Play (34–48 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**3**

**Mindset**

**STANDARD**

**3a.**

**Engagement**

EXPECTATION

Eagerly chooses to be involved in a variety of tasks and activities.

**Objectives for Development and Learning**

**Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

EXPECTATION

Has capacity to maintain involvement and concentration for a meaningful period of time.

**Objectives for Development and Learning**

**Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

**STRAND / DOMAIN**

**Approaches to Learning and Play (34–48 months)**



<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>3</b>	<b>Mindset</b>
<b>STANDARD</b>	<b>3b.</b>	<b>Persistence</b>
EXPECTATION		<p>Engages in a variety of activities through a play period.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 11 Demonstrates positive approaches to learning a. Attends and engages</b>  Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
EXPECTATION		<p>During times of distraction, maintains concentration with increased focus.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 11 Demonstrates positive approaches to learning a. Attends and engages</b>  Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
EXPECTATION		<p>Can increasingly work through challenges and frustrations in play with adult support.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1a Manages feelings</b>  Objective 1a.6 Is able to look at a situation differently or delay gratification  <b>Objective 11 Demonstrates Positive Approaches to Learning</b>  <b>11c Solves problems</b>  Objective 11c.4 Observes and imitates how other people solve problems asks for a solution and uses it</p>
EXPECTATION		<p>Sees simple tasks through to completion.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 11 Demonstrates Positive Approaches to Learning</b>  <b>11b Persists</b>  Objective 11b.4 Plans an activity many times until successful</p>

EXPECTATION

Begins to set goals, develop plans, and complete tasks.

**Objectives for Development and Learning**

**Objective 11 Demonstrates Positive Approaches to Learning**

**11b Persists**

Objective 11b.4 Plans an activity many times until successful

**STRAND / DOMAIN**

**Approaches to Learning and Play (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	3	Mindset
STANDARD	3c.	Initiative

EXPECTATION

Shows interest in how and why others do things.

**Objectives for Development and Learning**

**Objective 11 Demonstrates Positive Approaches to Learning**

**11d Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

EXPECTATION

Assists adults with daily tasks.

**Objectives for Development and Learning**

**Objective 2 Establishes and sustains positive relationships**

**2a Forms relationships with adults**

Objective 2a.6 Manages separations without distress and engages with trusted adults

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION

Expresses interest in a widening range of topics and ideas.

**Objectives for Development and Learning**

**Objective 11 Demonstrates Positive Approaches to Learning**

**11d Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

Demonstrates ability to make independent choices.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

**Approaches to Learning and Play (34–48 months)**

**Mindset**

**Curiosity**

Begins to discover and investigate ideas, task, experiences that interest and amaze them.

**Objectives for Development and Learning**

**Objective 11 Demonstrates Positive Approaches to Learning**

**11d Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

Uses senses to gather information and understanding about materials and ideas.

**Objectives for Development and Learning**

**Objective 11 Demonstrates Positive Approaches to Learning**

**11d Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

Objective 11d.4 Explores and investigates ways to make something happen

Asks questions “What would happen if...”

**Objectives for Development and Learning**

**Objective 11 Demonstrates Positive Approaches to Learning**

**11d Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

EXPECTATION

**STRAND / DOMAIN**

**CATEGORY / PERFORMANCE  
INDICATOR**

**3**

**STANDARD**

**3d.**

EXPECTATION

EXPECTATION

EXPECTATION

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**Objective 24 Uses scientific inquiry skills**

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EXPECTATION

Tries new ways to accomplish tasks.

**Objectives for Development and Learning****Objective 11 Demonstrates positive approaches to learning****11e Shows flexibility and inventiveness in thinking**

Objective 11e.4 Uses creativity and imagination during play and routine tasks

EXPECTATION

Describes what was learned from an activity.

**Objectives for Development and Learning****Objective 9 Uses language to express thoughts and needs****9a Uses an expanding and expressive vocabulary**

Objective 9a.6 Describes and tells the use of many familiar items

**Objective 11 Demonstrates Positive Approaches to Learning****11d Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

EXPECTATION

Explores a variety of materials and experiences.

**Objectives for Development and Learning****Objective 11 Demonstrates Positive Approaches to Learning****11d Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

**STRAND / DOMAIN****Approaches to Learning and Play (34–48 months)****CATEGORY / PERFORMANCE  
INDICATOR****4****Executive Functions****STANDARD****4a.****Reflections**

EXPECTATION

Notices changes and accomplishments from experimentation and trial and error.

**Objectives for Development and Learning****Objective 12 Remembers and connects experiences****12a Recognizes and recalls**

Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

EXPECTATION

Increasingly applies learning from prior experiences and understanding to new learning situations.

**Objectives for Development and Learning**

**Objective 12 Remembers and connects experiences**

**12b Remembers and connects experiences**

Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

EXPECTATION

Makes predictions about what will happen next.

**Objectives for Development and Learning**

**Objective 12 Remembers and connects experiences**

**12b Remembers and connects experiences**

Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

EXPECTATION

Explains part or all of the problem and the exploration to adults or peers.

**Objectives for Development and Learning**

**Objective 9 Uses language to express thoughts and needs**

**9a Uses an expanding and expressive vocabulary**

Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

**STRAND / DOMAIN**

**Approaches to Learning and Play (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	4	Executive Functions
STANDARD	4b.	Problem Solving

EXPECTATION		<p>Recognizes when something might be a problem or challenge.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 11 Demonstrates Positive Approaches to Learning</b>  <b>11c Solves problems</b>  Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal</p>
EXPECTATION		<p>With prompting and support begins to attempt to solve a problem.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 11 Demonstrates Positive Approaches to Learning</b>  <b>11c Solves problems</b>  Objective 11c.4 Observes and imitates how other people solve problems asks for a solution and uses it</p>
EXPECTATION		<p>Begins to use appropriate communication or action when conflicts arise.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 3 Participates cooperatively and constructively in group situations</b>  <b>3b Solves social problems</b>  Objective 3b.4 Seeks adult help to solve social problems</p>
<b>STRAND / DOMAIN</b>		<b>Approaches to Learning and Play (34–48 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>4</b>	<b>Executive Functions</b>
<b>STANDARD</b>	<b>4c.</b>	<b>Flexibility</b>
EXPECTATION		<p>Generates and shares ideas during social interactions and dramatic play.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 2 Establishes and sustains positive relationships</b>  <b>2c Interacts with peers</b>  Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children  <b>Objective 14 Uses symbols and images to represent something not present</b></p>



**14b Engages in sociodramatic play**

Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

EXPECTATION

Accepts more than one solution to a question, task, or problem.

**Objectives for Development and Learning****Objective 11 Demonstrates positive approaches to learning****11e Shows flexibility and inventiveness in thinking**

Objective 11e.6 Changes plans if a better idea is thought of or proposed

EXPECTATION

Seeks guidance from adults and/or accepts suggestions to try different approaches and solutions to tasks, problems and interactions with peers.

**Objectives for Development and Learning****Objective 3 Participates cooperatively and constructively in group situations****3b Solves social problems**

Objective 3b.4 Seeks adult help to solve social problems

**Objective 11 Demonstrates positive approaches to learning****11e Shows flexibility and inventiveness in thinking**

Objective 11e.6 Changes plans if a better idea is thought of or proposed

EXPECTATION

Can adjust emotions and behavior to changes.

**Objectives for Development and Learning****Objective 1 Regulates own emotions and behaviors****1a Manages feelings**

Objective 1a.6 Is able to look at a situation differently or delay gratification

**STRAND / DOMAIN****Approaches to Learning and Play (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	5	Creativity, Invention, and Imaginations
STANDARD	5a.	Visual Arts

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EXPECTATION

Uses self-selected materials to engage in art experiences.

**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present a.**

**Thinks symbolically**

Objective 14a.4 Draws or constructs, and then identifies what it is

**Objective 33 Explores the visual arts**

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EXPECTATION

Shares art materials and space. Begins to work collaboratively with peers on artworks.

**Objectives for Development and Learning**

**Objective 2 Establishes and sustains positive relationships**

**2c Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

**Objective 3 participates cooperatively and constructively in group situations**

**3a Balances needs and rights of self and others**

Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors

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EXPECTATION

Uses color, lines and shapes to represent and express ideas.

**Objectives for Development and Learning**

**Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

**Objective 33 Explores the visual arts**

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EXPECTATION

Uses and explores art materials to stimulate the senses. Uses sensory information to create works of art.

**Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

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EXPECTATION

Explores a variety of art elements and materials to represent creative thought, life experiences and real things in the environment.

**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present  
14a Thinks symbolically**

Objective 14a.6 Plans and then uses drawings, construction, movements, and dramatizations to represent ideas

**Objective 33 Explores the visual arts**

EXPECTATION

With support talks about creative process.

**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present a.  
Thinks symbolically**

Objective 14a.4 Draws or constructs, and then identifies what it is

**Objective 33 Explores the visual arts**

EXPECTATION

Begins to identify artwork to be shared with others.

**Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

EXPECTATION

With support begins to make comments or share observations of the art expression of others.

**Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

EXPECTATION

Explores multicultural art styles and materials.

**Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

**STRAND / DOMAIN**

**Approaches to Learning and Play (34–48 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**5**

**Creativity, Invention, and Imaginations**

**STANDARD**

**5b.**

**Movement and Dance**



EXPECTATION	Participates in a variety of rhythmic and creative movement experiences.	
	<b><u>Objectives for Development and Learning</u></b> <b>Objective 35 Explores dance and movement concepts</b>	
EXPECTATION	Develops increasing body control, body awareness during creative movement.	
	<b><u>Objectives for Development and Learning</u></b> <b>Objective 4 Demonstrates traveling skills</b> Objective 4.6 Move purposefully from place to place with control. <b>Objective 35 Explores dance and movement concepts</b>	
EXPECTATION	Begins to connect body movements to music, song or creative ideas.	
	<b><u>Objectives for Development and Learning</u></b> <b>Objective 14 Uses symbols and images to represent something not present a.</b> <b>Thinks symbolically</b> Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas <b>Objective 35 Explores dance and movement concepts</b>	
EXPECTATION	Begins to participate in group movement/dance.	
	<b><u>Objectives for Development and Learning</u></b> <b>Objective 35 Explores dance and movement concepts</b>	
<b>STRAND / DOMAIN</b>	<b>Approaches to Learning and Play (34–48 months)</b>	
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>5</b>	<b>Creativity, Invention, and Imaginations</b>
<b>STANDARD</b>	<b>5c.</b>	<b>Music</b>
EXPECTATION	Claps hands to keep the beat to a song.	
	<b><u>Objectives for Development and Learning</u></b> <b>Objective 34 Explores musical concepts and expression</b>	

EXPECTATION	<p>Participates in slow and fast tempo as well as low and high sounds.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 34 Explores musical concepts and expression</b></p>
EXPECTATION	<p>Participates with simple songs that have a rhythm and pattern.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</b>  Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds  <b>Objective 34 Explores musical concepts and expression</b></p>
EXPECTATION	<p>Imitates sounds that demonstrate musical awareness.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 34 Explores musical concepts and expression</b></p>
EXPECTATION	<p>Experiments with a variety of musical instruments.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 34 Explores musical concepts and expression</b></p>
EXPECTATION	<p>Dramatic Play and Expression</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</b>  Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes  <b>Objective 36 Explores drama through actions and language</b></p>
EXPECTATION	<p>Begins to use inanimate objects to represent real life objects (e.g. uses banana as a phone).</p>

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**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present b.**

**Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

**Objective 36 Explores drama through actions and language**

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EXPECTATION

Begins to role play real life experiences (e.g., pretend to listen to your heart).

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**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present b.**

**Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

**Objective 36 Explores drama through actions and language**

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EXPECTATION

Mimics movements, sounds, and expressions of real-life experiences.

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**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present b.**

**Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

**Objective 36 Explores drama through actions and language**

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EXPECTATION

Imitates repeated verses in stories.

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**Objectives for Development and Learning**

**Objective 18 Comprehends and responds to books and other texts**

**18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.2 Contributes particular language from the book at the appropriate time

**STRAND / DOMAIN**

**Early Language and Literacy (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	6	Speaking and Listening
STANDARD	6a.	Comprehension and Collaboration
EXPECTATION		<p>Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</b>  Objective 10a.6 Engages in conversations of at least three exchanges</p>
EXPECTATION		<p>Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 10 Uses appropriate conversational and other communication skills 10b. Uses social rules of language</b>  Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p>
EXPECTATION		<p>Begins to engage in conversations with multiple exchanges.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations</b>  Objective 10a.6 Engages in conversations of at least three exchanges</p>
EXPECTATION		<p>Begins to confirm understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections</b>  Objective 18a.4 Asks and answers questions about the text; refers to pictures</p>

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**EXPECTATION**

Begins to ask questions in order to seek help, gather information, or clarify something that is not understood.

**Objectives for Development and Learning**

**Objective 8 Listens to and understand increasingly complex language**

**8a. Comprehends language**

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

**Objective 11 Demonstrates Positive Approaches to Learning**

**11d Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

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**STRAND / DOMAIN**

**Early Language and Literacy (34–48 months)**

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CATEGORY / PERFORMANCE INDICATOR
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6
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Speaking and Listening
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STANDARD
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6b.
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Presentation of Knowledge and Ideas
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**EXPECTATION**

Begins to describe familiar people, places, things, and events.

**Objectives for Development and Learning**

**Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**

Objective 9a.6 Describes and tells the use of many familiar items

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**EXPECTATION**

With guidance and support from adults, begins to add drawings or other visual displays to provide additional detail.

**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**

Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas



EXPECTATION With guidance and support from adults, begins to speak audibly to express thoughts, feelings, and ideas.

**Objectives for Development and Learning**

**Objective 9 Uses language to express thoughts and needs**

**9b Speaks clearly**

Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly

**STRAND / DOMAIN**

**Early Language and Literacy (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	7	Knowledge of Language
STANDARD	7a.	Conventions of Standard English

EXPECTATION Begins to demonstrate understanding of the conventions of standard English grammar and usage when speaking.

**Objectives for Development and Learning**

**Objective 9 Uses language to express thoughts and needs**

**9c Uses conventional grammar**

Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

EXPECTATION Begins to use frequently occurring nouns and verbs.

**Objectives for Development and Learning**

**Objective 9 Uses language to express thoughts and needs**

**9c Uses conventional grammar**

Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

EXPECTATION Begins to form some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes).

**Objectives for Development and Learning**

**Objective 9 Uses language to express thoughts and needs**

**9c Uses conventional grammar**

Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

EXPECTATION

Begins to understand and use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).

**Objectives for Development and Learning****Objective 21 Explores and describes spatial relationships and shapes****21a Understands spatial relationships**

Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance

EXPECTATION

Begins to understand question words (e.g. who, what, where, when, why, how).

**Objectives for Development and Learning****Objective 9 Uses language to express thoughts and needs****9c Uses conventional grammar**

Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

EXPECTATION

Begins to speak in complete sentences.

**Objectives for Development and Learning****Objective 9 Uses language to express thoughts and needs****9c Uses conventional grammar**

Objective 9c.6 Uses complete, four-to six-word sentences

**STRAND / DOMAIN****Early Language and Literacy (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	7	Knowledge of Language
STANDARD	7b.	Vocabulary Acquisition and Use

EXPECTATION

Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.

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**Objectives for Development and Learning**

**Objective 9 Uses language to express thoughts and needs**

**9a Uses an expanding and expressive vocabulary**

Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

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EXPECTATION

With guidance and support from adults, begins to explore word relationships and meanings.

**Objectives for Development and Learning**

**Objective 9 Uses language to express thoughts and needs**

**9a Uses an expanding and expressive vocabulary**

Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

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EXPECTATION

With guidance and support from adults, begins to apply words learned in classroom activities to real-life examples (e.g., names the places in school that are fun, quiet, or noisy).

**Objectives for Development and Learning**

**Objective 9 Uses language to express thoughts and needs**

**9a Uses an expanding and expressive vocabulary**

Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

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EXPECTATION

With guidance and support from adults, begins to sort common objects into categories (e.g., big/small, living/nonliving).

**Objectives for Development and Learning**

**Objective 13 Uses classification skills**

Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g. color, size, or shape

**STRAND / DOMAIN****Early Language and Literacy (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	8	Foundations of Early Literacy
STANDARD	8a.	Print Concepts

EXPECTATION

Begins to display appropriate book-handling behaviors.

**Objectives for Development and Learning****Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

EXPECTATION

Begins to hold a book correctly, turn pages in a single direction, and follow a story from left to right.

**Objectives for Development and Learning****Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

EXPECTATION

Distinguishes between print and pictures.

**Objectives for Development and Learning**

EXPECTATION

Recognizes that print represents spoken words and carries meaning (e.g., asks an adult “What does this say?”).

**Objectives for Development and Learning****Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**

Objective 17b.2 Shows understanding that text is meaningful and can be read

EXPECTATION

Begins to show awareness of alphabet letters.

**Objectives for Development and Learning**

EXPECTATION

Begins to recognize and name letters in their own name.

**Objectives for Development and Learning**

**Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters**

Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name

**STRAND / DOMAIN**

**Early Language and Literacy (34–48 months)**

**CATEGORY / PERFORMANCE INDICATOR**

**8**

**Foundations of Early Literacy**

**STANDARD**

**8b.**

**Phonological Awareness**

EXPECTATION

Demonstrates an understanding of spoken words and syllables.

**Objectives for Development and Learning**

**Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition**

**15c Notices and discriminates discrete units of sound**

Objective 15c.2 Shows awareness of separate words in sentences

Objective 15c.4 Shows awareness of separate syllables in words

EXPECTATION

Demonstrates enjoyment of rhyme and alliteration in nursery rhymes and simple stories.

**Objectives for Development and Learning**

**Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**

Objective 15a.2 Joins in rhyming songs and games

**Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration**

Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds

EXPECTATION		With support, begins to recognize when two words rhyme.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme</b> Objective 15a.6 Decides whether two words rhyme
EXPECTATION		With support, begins to recognize when two words start with the same sound.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</b> Objective 15b.4 Shows awareness that some words begin the same way
EXPECTATION		Begins to count, pronounce, blend, and segment syllables in their own names.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound</b> Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words
<b>STRAND / DOMAIN</b>		<b>Early Language and Literacy (34–48 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>8</b>	<b>Foundations of Early Literacy</b>
<b>STANDARD</b>	<b>8c.</b>	<b>Phonics and Word Recognition</b>
<b>EXPECTATION</b>		<b>With prompting and support:</b>
GRADE EXPECTATION		Begin to recognize that letters represent sounds.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 16 Demonstrates knowledge of the alphabet</b> <b>16b Identifies letter-sound correspondences</b> Objective 16b.2 Identifies the sounds of a few letters

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GRADE EXPECTATION

Begin to link a sound to some familiar printed letters.

**Objectives for Development and Learning**

**Objective 16 Demonstrates knowledge of the alphabet**

**16b Identifies letter-sound correspondences**

Objective 16b.2 Identifies the sounds of a few letters

**STRAND / DOMAIN**

**Early Language and Literacy (34–48 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**8**

**Foundations of Early Literacy**

**STANDARD**

**8c.**

**Phonics and Word Recognition**

EXPECTATION

Begins to recognize their own name and the names of other children in the classroom.

**Objectives for Development and Learning**

**Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition**

**15d Applies phonics concepts and knowledge of word structure to decode text**

Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word

**Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters**

Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name

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EXPECTATION

Begins to recognize common print around the classroom.

**Objectives for Development and Learning**

**Objective 17 Demonstrates knowledge of print and its uses**

**17b Uses print concepts**

Objective 17b.2 Shows understanding that text is meaningful and can be read

**STRAND / DOMAIN**

**Early Language and Literacy (34–48 months)**



<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>8</b>	<b>Foundations of Early Literacy</b>
<b>STANDARD</b>	<b>8d.</b>	<b>Key Ideas and Details</b>
<b>EXPECTATION</b>		<b>With prompting and support:</b>
GRADE EXPECTATION		<p>Begins to actively engage with texts read aloud for understanding and enjoyment.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 18 Comprehends and responds to books and other texts</b>  <b>18a Interacts during reading experiences, book conversations, and text reflections</b>  Objective 18a.2 Contributes particular language from the book at the appropriate time</p>
GRADE EXPECTATION		<p>Begins to ask and answer questions about simple stories and informational text read aloud.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 18 Comprehends and responds to books and other texts</b>  <b>18a Interacts during reading experiences, book conversations, and text reflections</b>  Objective 18a.4 Asks and answers questions about the text; refer to pictures</p>
GRADE EXPECTATION		<p>Participates in discussions about the illustrations, diagrams, and other visual forms of information.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 18 Comprehends and responds to books and other texts</b>  <b>18a Interacts during reading experiences, book conversations, and text reflections</b>  Objective 18a.4 Asks and answers questions about the text; refer to pictures</p>
GRADE EXPECTATION		<p>Demonstrates understanding of whom or what a story is about.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 18 Comprehends and responds to books and other texts</b>  <b>18a Interacts during reading experiences, book conversations, and text reflections</b>  Objective 18a.4 Asks and answers questions about the text; refer to pictures</p>



**STRAND / DOMAIN****Early Language and Literacy (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	8	Foundations of Early Literacy
STANDARD	8d.	Key Ideas and Details

EXPECTATION

Retells information about a character or an event in a simple story that is read aloud.

**Objectives for Development and Learning****Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**

Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

EXPECTATION

Recalls important facts from an informational text read aloud.

**Objectives for Development and Learning****Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**

Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

EXPECTATION

Identifies the topic of an informational text read aloud.

**Objectives for Development and Learning****Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**

Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

**STRAND / DOMAIN****Early Language and Literacy (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	8	Foundations of Early Literacy
STANDARD	8e.	Craft and Structure



EXPECTATION

Make observations about words and pictures in books.

**Objectives for Development and Learning**

**Objective 18 Comprehends and responds to books and other texts**

**18b Uses emergent reading skills**

Objective 18.b2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as clues

EXPECTATION

Begin to understand that a book has a title, author and illustrator.

**Objectives for Development and Learning**

**Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

**STRAND / DOMAIN**

**Early Language and Literacy (34–48 months)**

<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>8</b>	<b>Foundations of Early Literacy</b>
<b>STANDARD</b>	<b>8f.</b>	<b>Integration of Knowledge and Ideas</b>

EXPECTATION

Seeks out experiences (individually and in groups) with pictures, books, and other print materials (e.g., asks for a favorite story to be read again).

**Objectives for Development and Learning**

**Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

Objective 17a.2 Shows interest in books

**Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills**

Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

EXPECTATION

Begins to make connections between a story or poem and one's own experiences (e.g., acts out a familiar story during dramatic play with props).

**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present**

**14b Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

EXPECTATION

Retells familiar stories or make up personal stories with words approximating storybook language.

**Objectives for Development and Learning**

**Objective 9 Uses language to express thoughts and needs**

**9d Tells about another time or place**

Objective 9d.4 Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end

**Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills**

Objective 18b.2 Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues

**STRAND / DOMAIN**

**Early Language and Literacy (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	8	Foundations of Early Literacy
STANDARD	8g.	Fluency

EXPECTATION

Attends to fluent models of reading.

**Objectives for Development and Learning**

**Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

Objective 17a.2 Shows interest in books

EXPECTATION

Begins to imitate fluent models of reading (e.g., initiates “reading” a book after hearing it read out loud).

### **Objectives for Development and Learning**

#### **Objective 18 Comprehends and responds to books and other texts**

##### **18b Uses emergent reading skills**

Objective 18.b4 Pretends to read using some of the language from the text; describes the action across pages; using pictures to order the events; may need prompts from adult

### **STRAND / DOMAIN**

### **Early Language and Literacy (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	9	Writing
STANDARD	9a.	Composing for Audience and Purpose
EXPECTATION		With prompting and support, uses a combination of drawing, dictating and emergent writing to communicate ideas.

### **Objectives for Development and Learning**

#### **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

### **STRAND / DOMAIN**

### **Early Language and Literacy (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	9	Writing
STANDARD	9b.	Process and Production
EXPECTATION		With prompting and support:
GRADE EXPECTATION		Shares drawing and writing with others

### **Objectives for Development and Learning**

#### **Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message

GRADE EXPECTATION		<p>recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words</p> <p><b><u>Objectives for Development and Learning</u></b></p> <p><b>Objective 19 Demonstrates writing skills b. Writes to convey ideas and information</b></p> <p>Objective 19b.4 Uses drawing, dictation, and controlled linear scribbles to convey a message</p> <p><b>Objective 28 Uses tools and other technology to perform tasks</b></p>
STRAND / DOMAIN		<b>Early Language and Literacy (34–48 months)</b>
CATEGORY / PERFORMANCE INDICATOR	9	Writing
STANDARD	9c.	Inquiry to Build and Present Knowledge
EXPECTATION		<p>Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers).</p> <p><b><u>Objectives for Development and Learning</u></b></p> <p><b>Objective 11 Demonstrates Positive Approaches to Learning</b></p> <p><b>11a Attends and Engages</b></p> <p>Objective 11a.6 Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions</p>
EXPECTATION		<p>With guidance and support from adults, begins to recall some information from experiences or gather information from resources.</p> <p><b><u>Objectives for Development and Learning</u></b></p> <p><b>Objective 12 Remembers and connects experiences</b></p> <p><b>12a Recognizes and recalls</b></p> <p>Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>
STRAND / DOMAIN		<b>Physical Development and Health (34–48 months)</b>

CATEGORY / PERFORMANCE INDICATOR	10	Wellness
STANDARD	10a.	Health Knowledge and Practices
EXPECTATION		<p>Completes personal care tasks with increasing independence.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1c Takes care of own needs appropriately</b>  Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION		<p>Participates in structured and unstructured physical activities.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 4 Demonstrates traveling skills</b>  Objective 4.6 Move purposefully from place to place with control.</p>
EXPECTATION		<p>Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 4 Demonstrates traveling skills</b>  Objective 4.6 Move purposefully from place to place with control.</p>
EXPECTATION		<p>Transitions from high-energy to low-energy activities with support.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1b Follows limits and expectations</b>  Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
EXPECTATION		<p>Follows health routines with support (versus independently).</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1c Takes care of own needs appropriately</b></p>

Objective 1c.4 Seeks to do things for self

EXPECTATION

Cooperates during doctor and dentist visits and health and developmental screenings.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.4 Seeks to do things for self

EXPECTATION

Cooperates during developmental screenings.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.4 Seeks to do things for self

EXPECTATION

Regulates own emotions and behaviors.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1a Manages feelings**

Objective 1a.6 Is able to look at a situation differently or delay gratification

**STRAND / DOMAIN**

**Physical Development and Health (34–48 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**10**

**Wellness**

**STANDARD**

**10b.**

**Physical Health Status**

EXPECTATION

Maintains physical growth and well being.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION		<p>Demonstrates body spatial awareness in relationship to stationary objects.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 4 Demonstrates traveling skills</b>  Objective 4.6 Move purposefully from place to place with control.</p>
EXPECTATION		<p>Participates in games, outdoor play, and other forms of physical activity.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1c Takes care of own needs appropriately</b>  Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION		<p>Engages in adaptive physical activities, as appropriate.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1c Takes care of own needs appropriately</b>  Objective 1c.6 Demonstrates confidence in meeting own needs</p>
<b>STRAND / DOMAIN</b>		<b>Physical Development and Health (34–48 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>10</b>	<b>Wellness</b>
<b>STANDARD</b>	<b>10c.</b>	<b>Nutrition</b>
EXPECTATION		<p>Makes nutritional needs/interests known.(e.g., when thirsty, asks for water, verbalizes when hungry, etc.).</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1c Takes care of own needs appropriately</b>  Objective 1c.6 Demonstrates confidence in meeting own needs</p>
EXPECTATION		<p>Assists with set-up and clean-up at meal time as appropriate to the setting, is responsible for own area, and gathers needed materials for snack and meal time.</p>



**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION

Child serves self to include but not limited to taking food from one container to another, opening packages accordingly, and serving bowl to plate.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

**Objective 7 Demonstrates fine-motor strength and coordination**

**7a Uses fingers and hands**

Objective 7a.6 Uses refined wrist and finger movements

EXPECTATION

With support, participates in nutrition related activities.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1b Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

**STRAND / DOMAIN**

**Physical Development and Health (34-48 months)**

CATEGORY / PERFORMANCE INDICATOR	10	Wellness
STANDARD	10d.	Safety

EXPECTATION

Recognizes and names people who keep them safe in dangerous situations.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

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Objective 1c.6 Demonstrates confidence in meeting own needs

**Objective 2 Establishes and sustains positive relationships**

**2a Forms relationships with adults**

Objective 2a.8 Engages with trusted adults as resources and to share mutual interests

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EXPECTATION

Has an awareness of strangers.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

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EXPECTATION

Develops awareness of and the ability to follow basic safety rules and practices.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

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EXPECTATION

Avoids hazardous chemicals and unsafe materials.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

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EXPECTATION

Seeks adult approval before approaching unknown pets.

**Objectives for Development and Learning**

**Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

**STRAND / DOMAIN**

**Physical Development and Health (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR	11	Motor Skills and Movement Patterns
STANDARD	11a.	Fine Motor
EXPECTATION		<p>Holds drawing, writing, and painting tools with fingers and thumb, creating more recognizable drawings (letter like symbols, shapes), but may hold the instrument too close to one end.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools</b>            Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
EXPECTATION		<p>Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers, and wrists to manipulate objects.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands</b>            Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION		<p>Cuts paper in straight line.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 7 Demonstrates fine-motor strength and coordination</b>  <b>7a Uses fingers and hands</b>            Objective 7a.8 Uses small precise finger and hand movements</p>
EXPECTATION		<p>Completes interlocking puzzles.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 7 Demonstrates fine-motor strength and coordination</b>  <b>7a Uses fingers and hands</b>            Objective 7a.8 Uses small precise finger and hand movements</p>

EXPECTATION		<p>Develops ability to have increased dexterity with utensils.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 7 Demonstrates fine-motor strength and coordination</b>  <b>7a Uses fingers and hands</b>  Objective 7a.6 Uses refined wrist and finger movements</p>
EXPECTATION		<p>Uses increased skill in self-serving with little spilling during meals, including pouring and using tongs.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 7 Demonstrates fine-motor strength and coordination</b>  <b>7a Uses fingers and hands</b>  Objective 7a.6 Uses refined wrist and finger movements</p>
<b>STRAND / DOMAIN</b>		<b>Physical Development and Health (34–48 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>11</b>	<b>Motor Skills and Movement Patterns</b>
<b>STANDARD</b>	<b>11b.</b>	<b>Gross Motor</b>
EXPECTATION		<p>Moves purposefully from place to place with control.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 04 Demonstrates traveling skills</b>  Objective 4.6 Moves purposefully from place to place with control</p>
EXPECTATION		<p>Moves with an awareness of personal space in relationship to others.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 04 Demonstrates traveling skills</b>  Objective 4.6 Moves purposefully from place to place with control</p>
EXPECTATION		<p>Hops on one foot one time without losing balance or falling.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 5 Demonstrates balancing skills</b></p>

Objective 5.6 Sustain balance during simple movement experiences

Jumps down from a step and forward ten inches.

**Objectives for Development and Learning**

**Objective 5 Demonstrates balancing skills**

Objective 5.6 Sustain balance during simple movement experiences

Walks forward and backward along a line or a beam using normal stride.

**Objectives for Development and Learning**

**Objective 5 Demonstrates balancing skills**

Objective 5.8 Sustain balance during complex movement experiences

Walks up and down stairs, alternating feet.

**Objectives for Development and Learning**

**Objective 04 Demonstrates traveling skills**

Objective 4.6 Moves purposefully from place to place with control

Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing.

**Objectives for Development and Learning**

**Objective 06 Demonstrates gross-motor manipulative skills**

Objective 6.6 Manipulates balls or similar objects with flexible body movements

Combines large motor movements with the use of equipment.

**Objectives for Development and Learning**

**Objective 06 Demonstrates gross-motor manipulative skills**

Objective 6.6 Manipulates balls or similar objects with flexible body movements

**Cognitive Development (34–48 months)**

**Mathematical Practices and Reasoning**

EXPECTATION

EXPECTATION

EXPECTATION

EXPECTATION

EXPECTATION

**STRAND / DOMAIN**

**CATEGORY / PERFORMANCE  
INDICATOR**

<b>STANDARD</b>	<b>12</b>	<b>Numeracy and Operations</b>
<b>EXPECTATION</b>	<b>12a.</b>	<b>Mathematical Practices</b>
GRADE EXPECTATION		Participates in whole group and small group math-focused activities (e.e, joins in singing a counting/sequential song such as "Going on a Bear Hunt")
		<b><u>Objectives for Development and Learning</u></b> <b>11a Attends and Engages</b> Objective 11a.6 Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions
GRADE EXPECTATION		Uses math for "problem solving" in the physical and social world.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 11 Demonstrates Positive Approaches to Learning</b> <b>11c Solves problems</b> Objective 11c.6 Solves problems without having to try every possibility
GRADE EXPECTATION		Communicates math ideas verbally and non-verbally.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 9 Uses language to express thoughts and needs</b> <b>9a Uses an expanding and expressive vocabulary</b> Objective 9a.6 Describes and tells the use of many familiar items

## STRAND / DOMAIN

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Mathematical Practices and Reasoning</b>
<b>STANDARD</b>	<b>12</b>	<b>Numeracy and Operations</b>
<b>EXPECTATION</b>	<b>12b.</b>	<b>Counting and Cardinality Cluster</b>
GRADE EXPECTATION		Counts to 10 and beyond by ones with increasing accuracy.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 20 Uses number concepts and operations</b> <b>20a Counts</b>

Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

GRADE EXPECTATION

Recognizes and labels written numerals 0–5.

**Objectives for Development and Learning**

**Objective 20 Uses number concepts and operations**

**20c Connects numerals with their quantities**

Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects

GRADE EXPECTATION

Counts items to 5, recognizing the last number tells a total (cardinality).

**Objectives for Development and Learning**

**Objective 20 Uses number concepts and operations**

**20a Counts**

Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

**STRAND / DOMAIN**

**Cognitive Development (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR		Mathematical Practices and Reasoning
STANDARD	12	Numeracy and Operations
EXPECTATION	12c.	Operations and Algebraic Thinking

GRADE EXPECTATION

Transitions from rote counting to 1:1 correspondence.

**Objectives for Development and Learning**

**Objective 20 Uses number concepts and operations a. Counts**

Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

GRADE EXPECTATION

Responds with number words and/or counting strategy, when asked the question, How many?

**Objectives for Development and Learning**

**Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**

Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects

**STRAND / DOMAIN**

**Cognitive Development (34–48 months)**

**CATEGORY / PERFORMANCE INDICATOR**

**Mathematical Practices and Reasoning**

**STANDARD**

**13**

**Geometric Reasonings**

**EXPECTATION**

**13a.**

**Geometry**

GRADE EXPECTATION

Recognizes and names/describes simple shapes.

**Objectives for Development and Learning**

**Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.4 Identifies a few basic shapes (circle, square, triangle)

GRADE EXPECTATION

Matches similar shapes.

**Objectives for Development and Learning**

**Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.2 Matches two identical shapes

GRADE EXPECTATION

Explores three-dimensional and two-dimensional shapes in the environment.

**Objectives for Development and Learning**

**Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

GRADE EXPECTATION

Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems.



**Objectives for Development and Learning**

**Objective 21 Explores and describes spatial relationships and shapes b.  
Understands shapes**

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

GRADE EXPECTATION

Uses physical movement to gain understanding of orientation and directionality (ie. near, far, beside, up, over, left).

**Objectives for Development and Learning**

**Objective 21 Explores and describes spatial relationships and shapes  
21a Understands spatial relationships**

Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)

**STRAND / DOMAIN**

**Cognitive Development (34–48 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**Mathematical Practices and Reasoning**

**STANDARD**

**14**

**Statistical Reasonings**

**EXPECTATION**

**14a.**

**Measurement and Data**

GRADE EXPECTATION

Matches and groups similar objects.

**Objectives for Development and Learning**

**Objective 13 Uses classification skills**

Objective 13.2 Matches similar objects

GRADE EXPECTATION

Recognizes measurable features of objects.

**Objectives for Development and Learning**

**Objective 22 Compares and Measures**

**22a Measures objects**

Objective 22a.2 Makes simple comparisons between two objects

GRADE EXPECTATION	<p>Explores and begins to use measurement tools.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and measures a. Measures objects</b>  Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
GRADE EXPECTATION	<p>Sorts, orders and groups familiar objects by a single feature and explains the reason.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and measures a. Measures objects</b>  Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p>
GRADE EXPECTATION	<p>Recognizes and copies simple patterns in the environment, including sound and movement patterns.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 23 Demonstrates knowledge of patterns</b>  Objective 23.6 Extends and creates simple repeating patterns</p>
GRADE EXPECTATION	<p>Demonstrates an understanding of time periods.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and Measures</b>  <b>22b. Measures time and money</b>  Objective 22b.4 Relates time to daily routines and schedule</p>
GRADE EXPECTATION	<p>Relates concepts of past, present and future to daily activities.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and Measures</b>  <b>22b. Measures time and money</b>  Objective 22b.6 Uses some time measurement words and tools</p>

GRADE EXPECTATION		Participates in data collection activities.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 22 Compares and Measures</b> <b>22c Represents and analyzes data</b> Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
<b>STRAND / DOMAIN</b>		<b>Cognitive Development (34–48 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Scientific Reasoning</b>
<b>STANDARD</b>	<b>15</b>	<b>Scientific Practices and Reasoning</b>
<b>EXPECTATION</b>	<b>15a.</b>	<b>Exploration</b>
GRADE EXPECTATION		Explores and describes the immediate environment (materials, living things, patterns and cycles in nature).
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 27 Demonstrates knowledge of Earth’s environment</b>
GRADE EXPECTATION		Experiments with new materials, technology and equipment.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 28 Uses tools and other technology to perform tasks</b>
GRADE EXPECTATION		Investigates and problem solves through active exploration.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 24 Uses scientific inquiry skills</b>
GRADE EXPECTATION		Explores and describes changes in materials and cause and effect.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b>

**STRAND / DOMAIN****Cognitive Development (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR		Scientific Reasoning
STANDARD	15	Scientific Practices and Reasoning
EXPECTATION	15b.	Application of Science Concepts and Practices
GRADE EXPECTATION		<p>Poses questions about objects and events.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 11 Demonstrates Positive Approaches to Learning</b>  <b>11d Shows curiosity and motivation</b>  Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas  <b>Objective 24 Uses scientific inquiry skills</b></p>
GRADE EXPECTATION		<p>Seeks answers to questions as children explore through play and projects.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 11 Demonstrates Positive Approaches to Learning</b>  <b>11d Shows curiosity and motivation</b>  Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas  <b>Objective 24 Uses scientific inquiry skills</b></p>
GRADE EXPECTATION		<p>Describes or shows how objects and events are the same and different.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 13 Uses classification skills</b>  Objective 13.6 Groups objects by one characteristic; then regroupes them using a different characteristic and indicates the reason</p>
GRADE EXPECTATION		<p>Observes using senses and simple tools to explore properties of objects and living things safely (color, scent, shape, size, texture, weight).</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b></p>

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**Objective 28 Uses tools and other technology to perform tasks**

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GRADE EXPECTATION

With teacher guidance, participates in science-based explorations.

**Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills**

GRADE EXPECTATION

With teacher guidance, shares ideas and discoveries through conversations with peers and adults, simple drawings, dictation, early writing, and symbol charts.

**Objectives for Development and Learning****Objective 14 Uses symbols and images to represent something not present****14a Thinks symbolically**

Objective 14a.4 Draws or constructs, and then identifies what it is

**Objective 22 Compares and Measures****22c Represents and analyzes data**

Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

**STRAND / DOMAIN****Cognitive Development (34–48 months)****CATEGORY / PERFORMANCE  
INDICATOR****Scientific Reasoning****STANDARD****16****Physical Science and Engineering****EXPECTATION****16a.****Motion and Stability: Forces and Interactions**

GRADE EXPECTATION

Using senses, tools and observation, begins to experiment with objects in motion and pushing/pulling.

**Objectives for Development and Learning****Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

GRADE EXPECTATION

Begins to observe that matter can change state (i.e. solid to liquid, liquid to gas).

**Objectives for Development and Learning**

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**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

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GRADE EXPECTATION

Compares and contrasts light and shadow in outdoor and indoor environments.

**Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

GRADE EXPECTATION

Begins to explore how the size, shape and material of objects impact the sounds they make.

**Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**STRAND / DOMAIN**

**Cognitive Development (34–48 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**Scientific Reasoning**

**STANDARD**

**16**

**Physical Science and Engineering**

**EXPECTATION**

**16b.**

**Engineering**

GRADE EXPECTATION

Uses common objects that function as simple machines during play.

**Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**STRAND / DOMAIN**

**Cognitive Development (34–48 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**Scientific Reasoning**

**STANDARD**

**17**

**Earth Science**

**EXPECTATION**

**17a.**

**Earth Systems**

GRADE EXPECTATION Using simple tools, explores differences between soil, sand and water under different conditions.

**Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

**Objective 28 Uses tools and other technology to perform tasks**

GRADE EXPECTATION Observes, describes, and compares different weather conditions (rainy, cold, warm, snowy, cloudy).

**Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

GRADE EXPECTATION Suggests how weather affects human activities.

**Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

**STRAND / DOMAIN**

**Cognitive Development (34–48 months)**

CATEGORY / PERFORMANCE INDICATOR		Scientific Reasoning
STANDARD	17	Earth Science
EXPECTATION	17b.	The Earth and Human Activity

GRADE EXPECTATION Begins to describe how human activity affects the environment.

**Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

GRADE EXPECTATION Uses water and energy responsibly (e.g. turning off lights when not in use, not wasting water.)

**Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth's environment**

**STRAND / DOMAIN**

**Cognitive Development (34–48 months)**



CATEGORY / PERFORMANCE INDICATOR		Scientific Reasoning
STANDARD	18	Life Science
EXPECTATION	18a.	Organisms: Structures and Processes
GRADE EXPECTATION		Uses senses to observe and describe properties of familiar plants and animals.
		<u><b>Objectives for Development and Learning</b></u> <b>Objective 25 Demonstrates knowledge of the characteristics of living things</b>
GRADE EXPECTATION		Begins to use vocabulary for naming and describing plants and animals moving from general to specific labels.
		<u><b>Objectives for Development and Learning</b></u> <b>Objective 25 Demonstrates knowledge of the characteristics of living things</b>
GRADE EXPECTATION		Compares properties and needs of similar and different plants and animals.
		<u><b>Objectives for Development and Learning</b></u> <b>Objective 25 Demonstrates knowledge of the characteristics of living things</b>
GRADE EXPECTATION		Cares for plants and animals in the classroom and surrounding area and describes their needs.
		<u><b>Objectives for Development and Learning</b></u> <b>Objective 25 Demonstrates knowledge of the characteristics of living things</b>

## STRAND / DOMAIN

## Cognitive Development (34–48 months)

CATEGORY / PERFORMANCE INDICATOR		Social Sciences
STANDARD	19	People, Communities, and their Environment
EXPECTATION	19a.	Civics and Government
GRADE EXPECTATION		Recognizes the importance of their role as a member of their family, class, and community.



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**Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self****Objective 30 Shows basic understanding of people and how they live**

GRADE EXPECTATION

Identifies activities that people can participate in to take care of the environment.

**Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment**

GRADE EXPECTATION

Participates in developing classroom rules.

**Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

GRADE EXPECTATION

With prompting and support, children participate in the classroom community by interacting with other children and adults in a formal or group setting.

**Objectives for Development and Learning****Objective 1 Regulates own emotions and behaviors****1b Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

**Objective 3 participates cooperatively and constructively in group situations****3a Balances needs and rights of self and others**

Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors

**STRAND / DOMAIN****Cognitive Development (34–48 months)****CATEGORY / PERFORMANCE  
INDICATOR****Social Sciences****STANDARD****19****People, Communities, and their Environment****EXPECTATION****19b.****Economics**

GRADE EXPECTATION

Identifies different types of employment, including work done in the home, school, and community.

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**Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

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GRADE EXPECTATION

Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services, trading, and sustainability.

**Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****STRAND / DOMAIN****Cognitive Development (34–48 months)****CATEGORY / PERFORMANCE  
INDICATOR****Social Sciences****STANDARD****19****People, Communities, and their Environment****EXPECTATION****19c.****Geography**

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GRADE EXPECTATION

Recognizes that people share the environment with other people, animals, and plants.

**Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****Objective 32 Demonstrates simple geographic knowledge**

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GRADE EXPECTATION

Recognizes various ways people communicate, travel, live, and work.

**Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****Objective 32 Demonstrates simple geographic knowledge**

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GRADE EXPECTATION

Recognizes aspects of the environment, such as roads, buildings, trees, gardens, wildlife, bodies of water, or land formations.

**Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge****STRAND / DOMAIN****Cognitive Development (34–48 months)**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Social Sciences</b>
<b>STANDARD</b>	<b>19</b>	<b>People, Communities, and their Environment</b>
<b>EXPECTATION</b>	<b>19d.</b>	<b>History and Culture</b>
GRADE EXPECTATION		Uses words to describe time (e.g, yesterday, names of seasons, before).
		<u><b>Objectives for Development and Learning</b></u> <b>Objective 30 Shows basic understanding of people and how they live</b>
GRADE EXPECTATION		With prompting and support, recognizes differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities.
		<u><b>Objectives for Development and Learning</b></u> <b>Objective 30 Shows basic understanding of people and how they live</b>
<b>STRAND / DOMAIN</b>		<b>Social and Emotional Development (46–60 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>1</b>
<b>STANDARD</b>	<b>1a.</b>	<b>Emotional Development</b>
<b>EXPECTATION</b>		<b>Self Concept</b>
EXPECTATION		Expresses and/or demonstrates an awareness of self as an individual with certain wants, needs, abilities, characteristics, preferences, and rights.
		<u><b>Objectives for Development and Learning</b></u> <b>Objective 1 Regulates own emotions and behaviors</b> <b>1c Takes care of own needs appropriately</b> Objective 1c.8 Take responsibility for own well-being <b>Objective 29 Demonstrates knowledge about self</b>
EXPECTATION		Demonstrates self-direction by making choices among peers, activities, and materials.
		<u><b>Objectives for Development and Learning</b></u> <b>Objective 1 Regulates own emotions and behaviors</b> <b>1c Takes care of own needs appropriately</b>

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Objective 1c.8 Take responsibility for own well-being

Tries new things and improves new skills with practice.

**Objectives for Development and Learning**

**Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.8 Plans and pursues own goal until it is reached

**Objective 29 Demonstrates knowledge about self**

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Initiates actions or activities with peers. For example, inviting a friend to play.

**Objectives for Development and Learning**

**Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

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Uses a variety of materials with curiosity and interest.

**Objectives for Development and Learning**

**Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

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Shows ability to take care of personal or shared possessions. (e.g. backpack, toys, books).

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

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Shows ability to respect personal space and boundaries of other people. (e.g., checking before touching another person or showing concern when stepping on someone's foot).

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

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**1b Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

**STRAND / DOMAIN****Social and Emotional Development (46–60 months)****CATEGORY / PERFORMANCE INDICATOR****1****Emotional Development****STANDARD****1b.****Self Regulation**

EXPECTATION

Expresses wants, thoughts, needs, and feelings through various methods of communication.

**Objectives for Development and Learning****Objective 1 Regulates own emotions and behaviors****1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

EXPECTATION

Seeks adult support and engages in finding solutions to resolve conflict with peers.

**Objectives for Development and Learning****Objective 03 Participates cooperatively and constructively in group situations b.****Solves social problems**

Objective 3b.4 Seeks adult help to solve social problems

EXPECTATION

With support, listens to instructions before beginning an activity.

**Objectives for Development and Learning****Objective 08 Listens to and understands increasingly complex language b. Follows directions**

Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

EXPECTATION

With support, demonstrates an understanding of developmentally appropriate rules and routines.

**Objectives for Development and Learning**

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**Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

EXPECTATION

With support, demonstrates the ability to follow developmentally appropriate rules and routines.

**Objectives for Development and Learning**

**Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

EXPECTATION

Shows progress in sharing materials with others.

**Objectives for Development and Learning**

**Objective 3 participates cooperatively and constructively in group situations  
3a Balances needs and rights of self and others**

Objective 3a.6 Initiates the sharing of materials in the classroom and outdoors

EXPECTATION

Waits for their turn in simple game or use of equipment.

**Objectives for Development and Learning**

**Objective 3 participates cooperatively and constructively in group situations  
3a Balances needs and rights of self and others**

Objective 3a.4 Takes turns

EXPECTATION

Demonstrates understanding of cause and effect of own actions.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors  
1a Manages feelings**

Objective 1a.6 Is able to look at a situation differently or delay gratification

EXPECTATION		Shows beginning ability to co-regulate emotions and behaviors with a trusted, regulated adult.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 1 Regulates own emotions and behaviors</b> <b>1a Manages feelings</b> Objective 1a.2 Uses adult support to calm self Objective 1a.4 Comforts self by seeking out special object or person
<b>STRAND / DOMAIN</b>		<b>Social and Emotional Development (46–60 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>1</b>	<b>Emotional Development</b>
<b>STANDARD</b>	<b>1c.</b>	<b>Sympathy and Empathy</b>
EXPECTATION		Demonstrates empathy through comfort and care of others. (e.g., asking “Are you okay?” or giving/requesting a hug or high-five).
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues</b> Objective 2b.4 Demonstrates concern about the feelings of others
EXPECTATION		Labels emotions of self and others, with support.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 2 Establishes and sustains positive relationships</b> <b>2b Responds to emotional cues</b> Objective 2b.6 Identifies basic emotional reactions of others and their causes accurately
EXPECTATION		Asks “what” and “why” questions to understand the effects of behavior.
		<b><u>Objectives for Development and Learning</u></b>
EXPECTATION		Shows progress in expressing feelings, needs, and opinions, in difficult situations such as conflicts, without harming self, others, or property.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1a Manages feelings**

Objective 1a.6 Is able to look at a situation differently or delay gratification

**STRAND / DOMAIN**

**Social and Emotional Development (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR	1	Emotional Development
STANDARD	1d.	Adapting to Diverse Settings

EXPECTATION

Demonstrates ability to be flexible and adjust to routine or unexpected changes, including physical setting, daily schedule, staffing and group size/attendance, with adult support.

**Objectives for Development and Learning**

**Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

EXPECTATION

Given prior notice (e.g., with a visual schedule or verbal/ nonverbal adult cues), adjusts to changes from one activity/setting to the next.

**Objectives for Development and Learning**

**Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

EXPECTATION

Anticipates, with assistance, what will be needed in diverse settings.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1b Follows limits and expectations**



Objective 1b.8 Applies basic rules in new, but similar situations

EXPECTATION

Follows rules in new or diverse settings.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1b Follows limits and expectations**

Objective 1b.8 Applies basic rules in new, but similar situations

**STRAND / DOMAIN**

**Social and Emotional Development (46–60 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**2**

**Social Development**

**STANDARD**

**2a.**

**Building Relationships with Others**

EXPECTATION

Asks questions and checks with an adult as needed while exploring their environment.

**Objectives for Development and Learning**

**Objective 2 Establishes and sustains positive relationships**

**2a Forms relationships with adults**

Objective 2a.8 Engages with trusted adults as resources and to share mutual interests

EXPECTATION

Seeks help when needed for emotional support.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1a Manages feelings**

Objective 1a.4 Comforts self by seeking out special object or person

**Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

EXPECTATION

Shares information with at least one trusted person.

**Objectives for Development and Learning**



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**Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

EXPECTATION

Works independently.

**Objectives for Development and Learning**

**Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

EXPECTATION

Works cooperatively with others to plan, create, and organize activities during play and solve problems as they arise.

**Objectives for Development and Learning**

**Objective 2 Establishes and sustains positive relationships**

**2c Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

**Objective 3 Participates cooperatively and constructively in group situations**

**3b Solves social problems**

Objective 3b.6 Suggests solutions to social problems

EXPECTATION

Participates in group activities.

**Objectives for Development and Learning**

**Objective 11 Demonstrates Positive Approaches to Learning**

**11a Attends and Engages**

Objective 11a.6 Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions

EXPECTATION

Uses different turn-taking strategies (e.g., trading, setting a timer, etc.).

**Objectives for Development and Learning**

**Objective 3 participates cooperatively and constructively in group situations**

**3a Balances needs and rights of self and others**

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Objective 3a.4 Takes turns

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EXPECTATION

Shows an increased ability to be friendly and flexible in play and to work cooperatively to resolve conflicts with peers.

**Objectives for Development and Learning**

**Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

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EXPECTATION

Shows or communicates care or concern for others.

**Objectives for Development and Learning**

**Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**

Objective 2b.4 Demonstrates concern about the feelings of others

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EXPECTATION

Makes friends with others.

**Objectives for Development and Learning**

**Objective 02 Establishes and sustains positive relationships d. Makes friends**

Objective 2d.4 Plays with one or two preferred playmates

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EXPECTATION

Notifies who is absent from a group setting.

**Objectives for Development and Learning**

**Objective 12 Remembers and connects experiences**

**12a Recognizes and recalls**

Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

---

EXPECTATION

Communicates wants and needs in a group setting.

**Objectives for Development and Learning**

**Objective 3 participates cooperatively and constructively in group situations**

**3a Balances needs and rights of self and others**

Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways

EXPECTATION

Helps self and others when needed.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

**Objective 2 Establishes and sustains positive relationships**

**2c Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

EXPECTATION

Knows and expresses self as a part of diverse groups. (e.g., family, preschool class, faith community, etc.).

**Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

EXPECTATION

Uses play to explore, practice, and understand social roles.

**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present b.**

**Engages in sociodramatic play**

Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

**STRAND / DOMAIN**

**Social and Emotional Development (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR	2	Social Development
STANDARD	2b.	Respecting Similarities and Differences

EXPECTATION

Recognizes and discusses similarities and differences in others.

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**Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

EXPECTATION

Notices that other children might communicate differently. (e.g., through nonverbal communication, different languages and/or dialects).

**Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live**

EXPECTATION

Begins to think about a situation from the point of view of others.

**Objectives for Development and Learning****Objective 2 Establishes and sustains positive relationships****2b Responds to emotional cues**

Objective 2b.8 Recognizes that others' feelings about a situation might be different from his own

**STRAND / DOMAIN****Approaches to Learning and Play (46–60 months)****CATEGORY / PERFORMANCE  
INDICATOR****3****Mindset****STANDARD****3a.****Engagement**

EXPECTATION

Participates with pleasure, enthusiasm and dedication in self chosen activities.

**Objectives for Development and Learning****Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

EXPECTATION

Consistently remains engaged in self-directed play even with distractions, can maintain focus and return to an activity after a break.

**Objectives for Development and Learning****Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

**STRAND / DOMAIN****Approaches to Learning and Play (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR	3	Mindset
STANDARD	3b.	Persistence

EXPECTATION

Purposefully chooses, engages and persists in play, experiences and projects.

**Objectives for Development and Learning****Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

EXPECTATION

Works through challenges with increasing independence while engaged in self-selected activities.

**Objectives for Development and Learning****Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

EXPECTATION

Demonstrates resilience and coping skills when faced with reasonable challenges, using an increased ability to regulate frustration over time.

**Objectives for Development and Learning****Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

EXPECTATION

Chooses to leave a project and return to it later for follow through or elaboration.

**Objectives for Development and Learning****Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

EXPECTATION

Chooses to repeat experiences to build competence and explore, change and extend ideas.

**Objectives for Development and Learning**

**Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.4 Practices an activity many times until successful

EXPECTATION

Keeps trying and flexibly adapts strategies when encountering difficulties.

**Objectives for Development and Learning****Objective 11 Demonstrates positive approaches to learning****11e Shows flexibility and inventiveness in thinking**

Objective 11e.6 Changes plans if a better idea is thought of or proposed

**STRAND / DOMAIN****Approaches to Learning and Play (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR	3	Mindset
STANDARD	3c.	Initiative

EXPECTATION

Asks to join in play already in progress.

**Objectives for Development and Learning****Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.4 Uses successful strategies for entering groups

EXPECTATION

Tells the difference between appropriate and inappropriate risk-taking.

**Objectives for Development and Learning****Objective 11 Demonstrates positive approaches to learning****11e Shows flexibility and inventiveness in thinking**

Objective 11e.4 Uses creativity and imagination during play and routine tasks

EXPECTATION

Offers to help adults or peers with daily tasks.

**Objectives for Development and Learning****Objective 2 Establishes and sustains positive relationships****2a Forms relationships with adults**

Objective 2a.6 Manages separations without distress and engages with trusted adults

**Objective 2 Establishes and sustains positive relationships**

### **2c Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

EXPECTATION

Independently seeks, accepts or offers help or information for further understanding.

### **Objectives for Development and Learning**

#### **Objective 11 Demonstrates Positive Approaches to Learning**

##### **11d Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

EXPECTATION

Can identify and seek materials, strategies and tools they need to complete activities and tasks.

### **Objectives for Development and Learning**

#### **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.6 Demonstrates confidence in meeting own needs

EXPECTATION

Invents projects and works on them with little assistance.

### **Objectives for Development and Learning**

#### **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.8 Plans and pursues own goal until it is reached

EXPECTATION

Sets goals, develops plans, and follows through with self directed projects with increasing independence and/or collaboration.

### **Objectives for Development and Learning**

#### **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.8 Plans and pursues own goal until it is reached

### **STRAND / DOMAIN**

### **Approaches to Learning and Play (46–60 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**3**

**Mindset**

**STANDARD**

**3d.**

**Curiosity**





EXPECTATION		<p>Discovers and investigates ideas, tasks, experiences that interest and amaze them.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1I Demonstrates positive approaches to learning d. Shows curiosity and motivation</b>  Objective 1Id.6 Shows eagerness to learn about a variety of topics and ideas</p>
EXPECTATION		<p>Carries out investigations using familiar and new strategies, tools, or sources of information.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1I Demonstrates positive approaches to learning d. Shows curiosity and motivation</b>  Objective 1Id.4 Explores and investigates ways to make something happen</p>
EXPECTATION		<p>Approaches tasks and activities with increasing flexibility, complexity, imagination and inventiveness.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1I Demonstrates positive approaches to learning 1Ie Shows flexibility and inventiveness in thinking</b>  Objective 1Ie.4 Uses creativity and imagination during play and routine tasks</p>
EXPECTATION		<p>Chooses to take opportunities to explore a variety of materials and experiences, seeking out new challenges.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1I Demonstrates Positive Approaches to Learning 1Id Shows curiosity and motivation</b>  Objective 1Id.6 Shows eagerness to learn about a variety of topics and ideas</p>
<b>STRAND / DOMAIN</b>		<b>Approaches to Learning and Play (46–60 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>4</b>	<b>Executive Functions</b>

STANDARD	4a.	Reflections
EXPECTATION		<p>Thinks about multiple options, choices and decides if they are useful and if not, tries another.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 11 Demonstrates Positive Approaches to Learning</b>  <b>11c Solves problems</b>  Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results</p>
EXPECTATION		<p>Applies prior experiences, senses, and knowledge to new learning situations.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 12 Remembers and connects experiences</b>  <b>12b Remembers and connects experiences</b>  Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
EXPECTATION		<p>Discovers and finds patterns and relationships.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 12 Remembers and connects experiences</b>  <b>12b Remembers and connects experiences</b>  Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation</p>
EXPECTATION		<p>Draws on information to be able to review and anticipate to make if-then connections and contemplate what if situations that have not actually occurred.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 11 Demonstrates Positive Approaches to Learning</b>  <b>11c Solves problems</b>  Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results</p>

EXPECTATION Discusses or documents important aspects of an experience and identifies what was learned.

**Objectives for Development and Learning**

**Objective 12 Remembers and connects experiences**

**12a Recognizes and recalls**

Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

**STRAND / DOMAIN**

**Approaches to Learning and Play (46–60 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**4**

**Executive Functions**

**STANDARD**

**4b.**

**Problem Solving**

EXPECTATION

Predicts when something might be a problem or challenge.

**Objectives for Development and Learning**

**Objective 12 Remembers and connects experiences**

**12b Remembers and connects experiences**

Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

EXPECTATION

Recognizes that problems exist and learns how to resolve simple conflicts independently or collaboratively.

**Objectives for Development and Learning**

**Objective 11 Demonstrates Positive Approaches to Learning**

**11c Solves problems**

Objective 11c.6 Solves problems without having to try every possibility

EXPECTATION

Maintains communication and problem solving skills when finding a solution to conflicts.

**Objectives for Development and Learning**



**Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**

Objective 3b.6 Suggest solutions to social problems

**Approaches to Learning and Play (46–60 months)**

**STRAND / DOMAIN**

**CATEGORY / PERFORMANCE INDICATOR**

**4**

**Executive Functions**

**STANDARD**

**4c.**

**Flexibility**

EXPECTATION

Independently alters approach to tasks or problem when initial approach does not work.

**Objectives for Development and Learning**

**Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**

Objective 11e.6 Changes plans if a better idea is thought of or proposed

EXPECTATION

Considers, predicts and implements different approaches to carrying out a task.

**Objectives for Development and Learning**

**Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**

Objective 11e.6 Changes plans if a better idea is thought of or proposed

EXPECTATION

Demonstrates innovative thinking.

**Objectives for Development and Learning**

**Objective 11 Demonstrates positive approaches to learning  
11e Shows flexibility and inventiveness in thinking**

Objective 11e.4 Uses creativity and imagination during play and routine tasks

EXPECTATION

Is able to manage a change in rules or accepts the ideas of peers during play.

**Objectives for Development and Learning**

**Objective 11 Demonstrates positive approaches to learning  
11e Shows flexibility and inventiveness in thinking**

Objective 11e.6 Changes plans if a better idea is thought of or proposed

**STRAND / DOMAIN**

**Approaches to Learning and Play (46–60 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**5**

**Creativity, Invention, and Imaginations**

**STANDARD**

**5a.**

**Visual Arts**

EXPECTATION

Shows interest or participates in different art media and materials in a variety of ways for creative expression and representation.

**Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

EXPECTATION

Shows increasing engagement in art materials to express ideas and interests.

**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present a.**

**Thinks symbolically**

Objective 14a.4 Draws or constructs, and then identifies what it is

**Objective 33 Explores the visual arts**

EXPECTATION

Works cooperatively to create drawings, paintings, sculptures, and other art projects.

**Objectives for Development and Learning**

**Objective 3 participates cooperatively and constructively in group situations**

**3a Balances needs and rights of self and others**

Objective 3a.8 Cooperates and shares ideas and materials in socially acceptable ways

**Objective 33 Explores the visual arts**

EXPECTATION

Progresses in abilities to create with a variety of media that reflect more detail, uniqueness, and/or realism.

**Objectives for Development and Learning**

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**Objective 14 Uses symbols and images to represent something not present a.  
Thinks symbolically**

Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

**Objective 33 Explores the visual arts**

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EXPECTATION

Explores and utilizes art materials appropriately.

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**Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

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EXPECTATION

Describes the process and style of personal artwork.

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**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present a.  
Thinks symbolically**

Objective 14a.4 Draws or constructs, and then identifies what it is

**Objective 33 Explores the visual arts**

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EXPECTATION

Selects pieces for display.

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**Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

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EXPECTATION

Listens, comments and shows appreciation for the art expression of others.

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**Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

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EXPECTATION

Explores diverse art forms, elements and styles for representing ideas, creative thought and to support learning in other learning domains.

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**Objectives for Development and Learning**

**Objective 33 Explores the visual arts**

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EXPECTATION

Observes, discusses and may utilize multicultural art styles and materials.

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**Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**  
**Objective 33 Explores the visual arts**

**STRAND / DOMAIN**

**Approaches to Learning and Play (46–60 months)**

**CATEGORY / PERFORMANCE INDICATOR**

**5**

**Creativity, Invention, and Imaginations**

**STANDARD**

**5b.**

**Movement and Dance**

EXPECTATION

Moves in response to different styles of music.

**Objectives for Development and Learning**

**Objective 34 Explores musical concepts and expression**

**Objective 35 Explores dance and movement concepts**

EXPECTATION

Uses creative movement that expresses an idea or feeling.

**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**

Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

**Objective 34 Explores musical concepts and expression**

EXPECTATION

Combines creative movement with sound, song/chants and/or instruments to express ideas or retell a story.

**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**

Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

**Objective 34 Explores musical concepts and expression**

EXPECTATION

Engages in and collaborates during group creative movement/dance.

**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**

Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

**Objective 35 Explores dance and movement concepts**

### **Approaches to Learning and Play (46–60 months)**

#### **STRAND / DOMAIN**

**CATEGORY / PERFORMANCE INDICATOR**

**5**

**Creativity, Invention, and Imaginations**

**STANDARD**

**5c.**

**Music**

EXPECTATION

Uses body percussion to demonstrate beat and tempo.

#### **Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

EXPECTATION

Shows increasing ability to recognize tempo changes and different styles of music.

#### **Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

EXPECTATION

Increasing ability to adapt to pitch and sounds.

#### **Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

EXPECTATION

Sings songs with varied lyrics and patterns.

#### **Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**

EXPECTATION

Improvises with sound effects.

#### **Objectives for Development and Learning**

**Objective 35 Explores dance and movement concepts**



EXPECTATION		<p>Uses musical instruments to imitate and improvise songs, melodies, and patterns.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 35 Explores dance and movement concepts</b></p>
EXPECTATION		<p>Explores music and instruments from other cultures.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 30 Shows basic understanding of people and how they live</b>  <b>Objective 35 Explores dance and movement concepts</b></p>
<b>STRAND / DOMAIN</b>		<b>Approaches to Learning and Play (46–60 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>5</b>	<b>Creativity, Invention, and Imaginations</b>
<b>STANDARD</b>	<b>5d.</b>	<b>Dramatic Play and Expression</b>
EXPECTATION		<p>Uses inanimate objects for other than their intended purpose to create representations of real-life objects or activities.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</b>  Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else  <b>Objective 36 Explores drama through actions and language</b></p>
EXPECTATION		<p>Represents fantasy and real-life experiences through pretend play and may use props.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</b>  Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else  <b>Objective 36 Explores drama through actions and language</b></p>

<p>EXPECTATION</p>	<p>Uses pretend play to represent known or anticipated situations.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</b>            Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else  <b>Objective 36 Explores drama through actions and language</b></p>
<p>EXPECTATION</p>	<p>Creates characters through physical movement, gesture, sound, speech and facial expressions.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</b>            Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes  <b>Objective 36 Explores drama through actions and language</b></p>
<p>EXPECTATION</p>	<p>With prompting and support, children assume the roles of characters, using props and language to tell or retell a story.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play</b>            Objective 14b.6 Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes  <b>Objective 36 Explores drama through actions and language</b></p>
<p><b>STRAND / DOMAIN</b></p>	<p><b>Early Language and Literacy (46–60 months)</b></p>
<p><b>CATEGORY / PERFORMANCE INDICATOR</b></p>	<p><b>6 Speaking and Listening</b></p>

STANDARD	6a.	Comprehension and Collaboration
EXPECTATION		<p>Uses language to engage in collaborative conversations about preschool topics and texts with peers and adults.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 10 Uses appropriate conversational and other communication skills</b>  <b>10a. Engages in conversations</b>  Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges</p>
EXPECTATION		<p>With modeling and support, follows classroom expectations for discussions (e.g., listen to others, take turns speaking about the topic under discussion).</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 10 Uses appropriate conversational and other communication skills</b>  <b>10b. Uses social rules of language</b>  Objective 10b.8 Uses acceptable language and basic social rules during communication with others</p>
EXPECTATION		<p>With modeling and support, continues a conversation through multiple exchanges.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 10 Uses appropriate conversational and other communication skills</b>  <b>10a. Engages in conversations</b>  Objective 10a.8 Engages in complex, lengthy conversations of five or more exchanges</p>
EXPECTATION		<p>Confirms understanding of a text read aloud, or information presented orally, or through other media by asking and answering questions.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 18 Comprehends and responds to books and other texts</b>  <b>18a Interacts during reading experiences, book conversations, and text reflections</b>  Objective 18a.4 Asks and answers questions about the text; refer to pictures</p>
EXPECTATION		<p>Asks questions in order to seek help, gather information, or clarify something that is not understood.</p>

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**Objectives for Development and Learning****Objective 10 Uses appropriate conversational and other communication skills****10a. Engages in conversations**

Objective 10a.10 Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions

**STRAND / DOMAIN****Early Language and Literacy (46–60 months)****CATEGORY / PERFORMANCE INDICATOR****6****Speaking and Listening****STANDARD****6b.****Presentation of Knowledge and Ideas**

EXPECTATION

With modeling and support from adults, uses drawings, or other visual displays to add details to verbal descriptions.

**Objectives for Development and Learning****Objective 19 Demonstrates writing skills****19b Writes to convey ideas and information**

Objective 19b.6 Uses drawing, dictation, and mock letters or letters forms to convey a message

EXPECTATION

With modeling and support from adults, uses language (i.e. spoken, sign, or other augmentative or alternative communication) to express thoughts, feelings, and ideas clearly.

**Objectives for Development and Learning****Objective 9 Uses language to express thoughts and needs****9a Uses an expanding and expressive vocabulary**

Objective 9a.10 Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details

**STRAND / DOMAIN****Early Language and Literacy (46–60 months)**

<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>7</b>	<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>7a.</b>	<b>Conventions of Standard English</b>
EXPECTATION		<p>Demonstrates the ability to communicate using spoken language, sign, or other augmentative or alternative communication in complete sentences.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 9 Uses language to express thoughts and needs</b>  <b>9b Speaks clearly</b>  Objective 9b.8 Pronounces multisyllabic or unusual words correctly; speaks audibly</p>
EXPECTATION		<p>Uses frequently occurring nouns and verbs.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 9 Uses language to express thoughts and needs</b>  <b>9c Uses conventional grammar</b>  Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
EXPECTATION		<p>Forms some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes).</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 9 Uses language to express thoughts and needs</b>  <b>9c Uses conventional grammar</b>  Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
EXPECTATION		<p>Understands the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 21 Explores and describes spatial relationships and shapes</b>  <b>21a Understands spatial relationships</b></p>

Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance

EXPECTATION

Responds to and use more question words/interrogatives (e.g. who, what, where, when, why, how).

**Objectives for Development and Learning**

**Objective 8 Listens to and understand increasingly complex language**

**8a. Comprehends language**

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

EXPECTATION

Begins to use knowledge of language and its conventions when relaying messages or listening for comprehension.

**Objectives for Development and Learning**

**Objective 8 Listens to and understand increasingly complex language**

**8a. Comprehends language**

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

**Objective 9 Uses language to express thoughts and needs**

**9c Uses conventional grammar**

Objective 9c.8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

**STRAND / DOMAIN**

**Early Language and Literacy (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR	7	Knowledge of Language
STANDARD	7b.	Vocabulary Acquisition and Use

EXPECTATION

Asks and answers questions about the meaning of unknown words and phrases introduced through books and play.

**Objectives for Development and Learning**

**Objective 9 Uses language to express thoughts and needs**

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**9a Uses an expanding and expressive vocabulary**

Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

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**EXPECTATION**

With guidance, prompting and support, begins to generate words that are similar in meaning (e.g., happy/glad, angry/mad).

**Objectives for Development and Learning****Objective 8 Listens to and understand increasingly complex language****8a. Comprehends language**

Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs

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**EXPECTATION**

With guidance and support from adults, begins to demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

**Objectives for Development and Learning****Objective 8 Listens to and understand increasingly complex language****8a. Comprehends language**

Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs

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**EXPECTATION**

With guidance and support from adults, uses words and phrases acquired through conversations, listening to books read aloud, activities, and play.

**Objectives for Development and Learning****Objective 9 Uses language to express thoughts and needs****9a Uses an expanding and expressive vocabulary**

Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

EXPECTATION		Sorts common objects into categories (e.g., big/small, living/nonliving).
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 13 Uses classification skills</b> Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g. color, size, or shape
<b>STRAND / DOMAIN</b>		<b>Early Language and Literacy (46–60 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>8</b>	<b>Foundations of Early Literacy</b>
<b>STANDARD</b>	<b>8a.</b>	<b>Print Concepts</b>
EXPECTATION		Demonstrates understanding of the organization and basic features of print.  <b><u>Objectives for Development and Learning</u></b> <b>Objective 17 Demonstrates knowledge of print and its uses</b> <b>17b Uses print concepts</b> Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
EXPECTATION		Identifies parts of a book including, front cover, back cover, and title.  <b><u>Objectives for Development and Learning</u></b> <b>Objective 17 Demonstrates knowledge of print and its uses</b> <b>17a Uses and appreciates books and other texts</b> Objective 17a.6 Knows some features of a book (e.g. title, author, illustrator, front and back covers); connects specific books to authors
EXPECTATION		Holds the book correctly for reading and turn one page at a time.  <b><u>Objectives for Development and Learning</u></b> <b>Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</b> Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers



EXPECTATION		<p>Follows words from left to right and top to bottom.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts</b>  Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
EXPECTATION		<p>Understands that words are separated by spaces in print.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 17 Demonstrates knowledge of print and its uses</b>  <b>17b Uses print concepts</b>  Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
EXPECTATION		<p>Recognizes that printed words represent spoken language and carry meaning.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 17 Demonstrates knowledge of print and its uses</b>  <b>17b Uses print concepts</b>  Objective 17b.2 Shows understanding that text is meaningful and can be read</p>
EXPECTATION		<p>Recognizes and names at least 15 upper case and 15 lower case letters, including the letters in their own name.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 16 Demonstrates knowledge of the alphabet</b>  <b>16a Identifies and names letters</b>  Objective 16a.6 Identifies and names 11–20 upper. and 11–20 lowercase letters when presented in random order</p>
<b>STRAND / DOMAIN</b>		<b>Early Language and Literacy (46–60 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>8</b>	<b>Foundations of Early Literacy</b>

<b>STANDARD</b>	<b>8b.</b>	<b>Phonological Awareness</b>
EXPECTATION		Demonstrates understanding of words, syllables, and sounds (i.e. phonemes).
<b><u>Objectives for Development and Learning</u></b> <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition</b> <b>15c Notices and discriminates discrete units of sound</b> Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words		
<b>STRAND / DOMAIN</b>		<b>Early Language and Literacy (46–60 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>8</b>	<b>Foundations of Early Literacy</b>
<b>STANDARD</b>	<b>8b.</b>	<b>Phonological Awareness</b>
EXPECTATION		<b>With prompting and support:</b>
GRADE EXPECTATION		Recognizes and produces rhyming words.
<b><u>Objectives for Development and Learning</u></b> <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition</b> <b>15a Notices and discriminates rhyme</b> Objective 15a.8 Generates a group of rhyming words when given a word		
GRADE EXPECTATION		Counts, blends, and segments syllables in words.
<b><u>Objectives for Development and Learning</u></b> <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition</b> <b>15c Notices and discriminates discrete units of sound</b> Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words		
GRADE EXPECTATION		Blends and segments onsets and rimes in single-syllable words.
<b><u>Objectives for Development and Learning</u></b>		

**Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition**

**15c Notices and discriminates discrete units of sound**

Objective 15c.6 Verbally blends and separates onset and rime in one-syllable words

GRADE EXPECTATION

Isolates and identifies the initial sounds (i.e. phonemes) in single-syllable words and in their own name.

**Objectives for Development and Learning**

**Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition**

**15b Notices and discriminates alliteration**

Objective 15b.8 Isolates and identifies the beginning sound of a word

**STRAND / DOMAIN**

**Early Language and Literacy (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR	8	Foundations of Early Literacy
STANDARD	8b.	Phonological Awareness

EXPECTATION

Begins to add or substitute initial sounds (i.e. phonemes) in single-syllable CVC words to make new words (e.g., cat, hat, sat; pig, wig, big).

**Objectives for Development and Learning**

**Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound**

Objective 15c.8 Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words

**STRAND / DOMAIN**

**Early Language and Literacy (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR	8	Foundations of Early Literacy
STANDARD	8c.	Phonics and Word Recognition

EXPECTATION	<p>Produces the sounds associated with several recognized letters.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences</b>  Objective 16b.2 Identifies the sounds of a few letters</p>
EXPECTATION	<p>Begins to link a sound to a picture of an object that begins with that sound.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration</b>  Objective 15b.6 Matches beginning sounds of some words  <b>Objective 16 Demonstrates knowledge of the alphabet 16b Identifies letter-sound correspondences</b>  Objective 16b.2 Identifies the sounds of a few letters</p>
EXPECTATION	<p>Recognizes names of other children in the classroom and common print around the classroom.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition</b>  <b>15d Applies phonics concepts and knowledge of word structure to decode text</b>  Objective 15d.2 Shows understanding that a specific sequence of letters represents a spoken word</p>
EXPECTATION	<p>With prompting and support applies beginning phonics and word analysis skills.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition</b>  <b>15d Applies phonics concepts and knowledge of word structure to decode text</b>  Objective 15d.4 Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words</p>

**STRAND / DOMAIN****Early Language and Literacy (46–60 months)****CATEGORY / PERFORMANCE INDICATOR****8****Foundations of Early Literacy****STANDARD****8d.****Key Ideas and Details****EXPECTATION****With prompting and support:**

GRADE EXPECTATION

Actively engages with texts read aloud for understanding and enjoyment.

**Objectives for Development and Learning****Objective 18 Comprehends and responds to books and other texts****18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.4 Asks and answers questions about the text; refer to pictures

GRADE EXPECTATION

Asks and answers questions about simple stories and informational text read aloud.

**Objectives for Development and Learning****Objective 18 Comprehends and responds to books and other texts****18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.4 Asks and answers questions about the text; refer to pictures

GRADE EXPECTATION

Actively participates in discussions about the illustrations, diagrams, and other visual forms of information.

**Objectives for Development and Learning****Objective 18 Comprehends and responds to books and other texts****18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.4 Asks and answers questions about the text; refer to pictures

GRADE EXPECTATION

Identifies characters, settings, and major events in a story.

**Objectives for Development and Learning****Objective 18 Comprehends and responds to books and other texts****18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult

**STRAND / DOMAIN**

**Early Language and Literacy (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR	8	Foundations of Early Literacy
STANDARD	8d.	Key Ideas and Details

EXPECTATION

Recalls important facts from an informational text that is read aloud or by studying particular pages/visuals of the text.

**Objectives for Development and Learning**

**Objective 18 Comprehends and responds to books and other texts**

**18c Retells stories and recounts details from information texts**

Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

EXPECTATION

Begins to notice connections between characters and events in a story.

**Objectives for Development and Learning**

**Objective 18 Comprehends and responds to books and other texts**

**18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

EXPECTATION

Makes predictions about what events might happen next.

**Objectives for Development and Learning**

**Objective 18 Comprehends and responds to books and other texts**

**18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information;

describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

## STRAND / DOMAIN

## Early Language and Literacy (46–60 months)

CATEGORY / PERFORMANCE INDICATOR	8	Foundations of Early Literacy
STANDARD	8e.	Craft and Structure

EXPECTATION

Asks questions about unknown words and phrases in stories and informational texts read aloud or shared visually.

### Objectives for Development and Learning

**Objective 18 Comprehends and responds to books and other texts**

**18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.4 Asks and answers questions about the text; refer to pictures

EXPECTATION

Begins to recognize that there are different text structures, such as stories, poems, and songs.

### Objectives for Development and Learning

**Objective 17 Demonstrates knowledge of print and its uses**

**17a Uses and appreciates books and other texts**

Objective 17a.8 Uses various types of books for their intended purposes

EXPECTATION

Begins to demonstrate an understanding of the difference between fiction and nonfiction.

### Objectives for Development and Learning

**Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

Objective 17a.8 Uses various types of books for their intended purposes

EXPECTATION

With prompting and support, identifies texts that tell stories.

### Objectives for Development and Learning

**Objective 17 Demonstrates knowledge of print and its uses**

**17a Uses and appreciates books and other texts**

Objective 17a.8 Uses various types of books for their intended purposes

EXPECTATION

With prompting and support, identifies texts that provide information.

**Objectives for Development and Learning****Objective 17 Demonstrates knowledge of print and its uses****17a Uses and appreciates books and other texts**

Objective 17a.8 Uses various types of books for their intended purposes

EXPECTATION

Begins to describe the roles of authors and illustrators.

**Objectives for Development and Learning****Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

Objective 17a.6 Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

**STRAND / DOMAIN****Early Language and Literacy (46–60 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**8**

**Foundations of Early Literacy**

**STANDARD**

**8f.**

**Integration of Knowledge and Ideas**

EXPECTATION

Actively engages with texts read aloud for understanding and enjoyment.

**Objectives for Development and Learning****Objective 18 Comprehends and responds to books and other texts****18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.4 Asks and answers questions about the text; refer to pictures

EXPECTATION

Retells familiar stories using both storybook language and pictures.

**Objectives for Development and Learning****Objective 18 Comprehends and responds to books and other texts****18c Retells stories and recounts details from information texts**



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Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

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EXPECTATION

Begins to make connections between characters and events in familiar stories.

**Objectives for Development and Learning**

**Objective 18 Comprehends and responds to books and other texts**

**18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

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EXPECTATION

Recognizes that information on a topic can be found in more than one text.

**Objectives for Development and Learning**

**Objective 17 Demonstrates knowledge of print and its uses**

**17a Uses and appreciates books and other texts**

Objective 17a.8 Uses various types of books for their intended purposes

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EXPECTATION

With prompting and support, describes important information from text and pictures/photos/graphics, and begin to compare similarities and differences between two texts on the same topic.

**Objectives for Development and Learning**

**Objective 18 Comprehends and responds to books and other texts**

**18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.8 Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points

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EXPECTATION

Represents or acts out concepts learned from hearing a text read aloud (e.g., makes a skyscraper out of blocks, pretends to be a character in a story).

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**Objectives for Development and Learning****Objective 14 Uses symbols and images to represent something not present****14b Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

**Objective 18 Comprehends and responds to books and other texts****18c Retells stories and recounts details from information texts**

Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

**STRAND / DOMAIN****CATEGORY / PERFORMANCE  
INDICATOR****8****Foundations of Early Literacy****STANDARD****8g.****Fluency**

EXPECTATION

Attends to fluent models of reading.

**Objectives for Development and Learning****Objective 18 Comprehends and responds to books and other texts****18a Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.2 Contributes particular language from the book at the appropriate time

EXPECTATION

Imitates fluent models of reading using phrasing, intonation and expression during shared and choral reading of familiar books, poems, or nursery rhymes.

**Objectives for Development and Learning****Objective 18 Comprehends and responds to books and other texts****18b Uses emergent reading skills**

Objective 18.b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

**STRAND / DOMAIN****Early Language and Literacy (46–60 months)**

<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>9</b>	<b>Writing</b>
<b>STANDARD</b>	<b>9a.</b>	<b>Composing for Audience and Purpose</b>
<b>EXPECTATION</b>		<b>With prompting and support, uses a combination of drawing, dictating and writing to:</b>

GRADE EXPECTATION

Communicates opinions on topics of interest

**Objectives for Development and Learning**

**Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**

Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

GRADE EXPECTATION

Communicates information about a topic

**Objectives for Development and Learning**

**Objective 19 Demonstrates writing skills**

**19b Writes to convey ideas and information**

Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message

GRADE EXPECTATION

Tells a story

**Objectives for Development and Learning**

**Objective 19 Demonstrates writing skills**

**19b Writes to convey ideas and information**

Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message

**STRAND / DOMAIN**

**Early Language and Literacy (46–60 months)**

<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>9</b>	<b>Writing</b>
<b>STANDARD</b>	<b>9a.</b>	<b>Composing for Audience and Purpose</b>

EXPECTATION

Prints some upper and lowercase letters.

**Objectives for Development and Learning**

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**Objective 19 Demonstrates writing skills a. Writes name****Objective 19 Demonstrates writing skills c. Writes using conventions**

Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships

**STRAND / DOMAIN****Early Language and Literacy (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR	9	Writing
STANDARD	9a.	Composing for Audience and Purpose
EXPECTATION		<b>Begins to demonstrate the use of standardized English capitalization, punctuation, and spelling when writing:</b>

GRADE EXPECTATION

Capitalizes the first letter in their own name.

**Objectives for Development and Learning****Objective 19 Demonstrates writing skills****19a Writes name**

Objective 19a.12 Writes accurate first name

GRADE EXPECTATION

Begins to recognize punctuation (e.g., , ? , !).

**Objectives for Development and Learning****Objective 19 Demonstrates writing skills c. Writes using conventions**

Objective 19c.4 Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts

GRADE EXPECTATION

Begins to write letters to represent sounds.

**Objectives for Development and Learning****Objective 19 Demonstrates writing skills c. Writes using conventions**

Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic

capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound–letter relationships

**STRAND / DOMAIN**

**Early Language and Literacy (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR	9	Writing
STANDARD	9a.	Composing for Audience and Purpose

EXPECTATION

Begins to spell simple words phonetically, drawing on knowledge of sound–letter relationships.

**Objectives for Development and Learning**

**Objective 19 Demonstrates writing skills c. Writes using conventions**

Objective 19c.2 Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun “I”); writes simple words phonetically based on knowledge of sound–letter relationships

**STRAND / DOMAIN**

**Early Language and Literacy (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR	9	Writing
STANDARD	9b.	Process and Production

EXPECTATION

**With prompting and support:**

GRADE EXPECTATION

Collaborates to plan and develop a message to share with others.

**Objectives for Development and Learning**

**Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message

GRADE EXPECTATION

Shares drawing and writing with others and is prepared to give and receive feedback with peers.

**Objectives for Development and Learning**

**Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.12 Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed

GRADE EXPECTATION

Begins to use digital tools to produce messages with pictures and words to communicate to an audience.

**Objectives for Development and Learning****Objective 19 Demonstrates writing skills b. Writes to convey ideas and information**

Objective 19b.10 Uses drawing, dictation, and early invented spelling to convey a message

**Objective 28 Uses tools and other technology to perform tasks****STRAND / DOMAIN****Early Language and Literacy (46–60 months)**

CATEGORY / PERFORMANCE  
INDICATOR

9

Writing

STANDARD

9c.

Inquiry to Build and Present Knowledge

EXPECTATION

With prompting and support:

GRADE EXPECTATION

Acquires information about a topic through research as modeled by adults.

**Objectives for Development and Learning****Objective 11 Demonstrates Positive Approaches to Learning****11d Shows curiosity and motivation**

Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

GRADE EXPECTATION

Gathers and recalls information from multiple sources.

**Objectives for Development and Learning****Objective 11 Demonstrates Positive Approaches to Learning****11d Shows curiosity and motivation**

Objective 11d.8 Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects

**STRAND / DOMAIN**

**Physical Development and Health (46–60 months)**

**CATEGORY / PERFORMANCE INDICATOR**

**10**

**Wellness**

**STANDARD**

**10a.**

**Health Knowledge and Practices**

EXPECTATION

Identifies specific practices that support body development and function.

**Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

EXPECTATION

Independently demonstrates the ability to wash hands, participate in oral hygiene, and utilize proper cough and sneeze etiquette.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

EXPECTATION

Combines and uses different senses depending on the activity.

**Objectives for Development and Learning**

**Objective 11 Demonstrates Positive Approaches to Learning**

**11d Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

EXPECTATION

Recognizes the importance of doctor and dentist visits and identifies the roles of a doctor and dentist in maintaining health.

**Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

**Objective 30 Shows basic understanding of people and how they live**

EXPECTATION	<p>Identifies medicine and knows that it is used to stay healthy. Understands what medicine is and why it is used.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 29 Demonstrates knowledge about self</b>  <b>Objective 30 Shows basic understanding of people and how they live</b></p>
EXPECTATION	<p>Identifies which school and community health helpers are needed in a given situation.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 30 Shows basic understanding of people and how they live</b></p>
EXPECTATION	<p>Demonstrates an increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1c Takes care of own needs appropriately</b>  Objective 1c.8 Take responsibility for own well-being</p>
EXPECTATION	<p>Participates easily and knows what to do in routine activities.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1b Follows limits and expectations</b>  Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders  <b>Objective 1 Regulates own emotions and behaviors</b>  <b>1c Takes care of own needs appropriately</b>  Objective 1c.8 Take responsibility for own well-being</p>
EXPECTATION	<p>Observes basic hand and oral hygiene.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 1 Regulates own emotions and behaviors</b></p>



**1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

EXPECTATION

Helps with routine care of the environment. (e.g., composting, trash pick-up, etc.).

**Objectives for Development and Learning****Objective 27 Demonstrates knowledge of Earth's environment**

EXPECTATION

Recognizes there are multiple components of health.

**Objectives for Development and Learning****Objective 1 Regulates own emotions and behaviors****1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

**Objective 29 Demonstrates knowledge about self**

EXPECTATION

Identifies physical changes in the body that accompany moderate to vigorous physical activity (e.g., heart rate increase, respirations, etc.).

**Objectives for Development and Learning****Objective 29 Demonstrates knowledge about self**

EXPECTATION

Participates in sleep routines.

**Objectives for Development and Learning****Objective 1 Regulates own emotions and behaviors****1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

**STRAND / DOMAIN****Physical Development and Health (46–60 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**10**

**Wellness**

**STANDARD**

**10b.**

**Physical Health Status**

EXPECTATION

Participates in games, outdoor activities like hiking, and other forms of exercise to increase movement and increase physical activity repertoire.



**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

EXPECTATION

Develops an awareness of personal health and fitness.

**Objectives for Development and Learning**

**Objective 29 Demonstrates knowledge about self**

EXPECTATION

Develops an awareness of personal health and an understanding of how to advocate for themselves (e.g., requests the calming corner, speaks up when belly hurts, etc.).

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

EXPECTATION

Participates in moderate to vigorous physical activities that increase strength, endurance, and flexibility, both independently and in groups.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

**STRAND / DOMAIN**

**Physical Development and Health (46–60 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**10**

**Wellness**

**STANDARD**

**10c.**

**Nutrition**

EXPECTATION

With support, child recognizes a variety of health foods that come from other cultures.

**Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**

EXPECTATION	Identifies foods by their food group, where they come from (e.g., apples from trees, eggs from chickens, milk from cows or goats, etc.) and understands the difference between healthy and unhealthy food choices.	
	<b><u>Objectives for Development and Learning</u></b> <b>Objective 29 Demonstrates knowledge about self</b> <b>Objective 30 Shows basic understanding of people and how they live</b>	
EXPECTATION	Shows a growing awareness of proper nutrition and independence in hygiene and personal care when eating.	
	<b><u>Objectives for Development and Learning</u></b> <b>Objective 1 Regulates own emotions and behaviors</b> <b>1c Takes care of own needs appropriately</b> Objective 1c.8 Take responsibility for own well-being <b>Objective 29 Demonstrates knowledge about self</b>	
EXPECTATION	Engages in food preparation when possible.	
	<b><u>Objectives for Development and Learning</u></b> <b>Objective 1 Regulates own emotions and behaviors</b> <b>1c Takes care of own needs appropriately</b> Objective 1c.8 Take responsibility for own well-being	
<b>STRAND / DOMAIN</b>		
<b>CATEGORY / PERFORMANCE INDICATOR</b>	<b>10</b>	<b>Wellness</b>
<b>STANDARD</b>	<b>10d.</b>	<b>Safety</b>
EXPECTATION	Identifies how people help keep them safe in dangerous situations.	
	<b><u>Objectives for Development and Learning</u></b> <b>Objective 30 Shows basic understanding of people and how they live</b>	
EXPECTATION	Follows basic safety rules and practices. Can respond appropriately to harmful or unsafe situations, objects, substances, and environments, and can identify the	

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consequences of unsafe behavior.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1b Follows limits and expectations**

Objective 1b.10 Understands and explains reasons for rules

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

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EXPECTATION

Demonstrates behaviors to reduce personal health risk. (e.g., wearing a helmet while biking, and applying sunscreen with assistance, etc.).

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

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EXPECTATION

Can identify potential unsafe situations such as proximity to wildlife and unknown pets, talking to strangers, hazardous chemical exposure, etc.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1b Follows limits and expectations**

Objective 1b.10 Understands and explains reasons for rules

**Objective 1 Regulates own emotions and behaviors**

**1c Takes care of own needs appropriately**

Objective 1c.8 Take responsibility for own well-being

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EXPECTATION

Follows emergency routines after adult instruction.

**Objectives for Development and Learning**

**Objective 1 Regulates own emotions and behaviors**

**1b Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

**STRAND / DOMAIN**

**Physical Development and Health (46–60 months)**

**CATEGORY / PERFORMANCE INDICATOR**

**11**

**Motor Skills and Movement Patterns**

**STANDARD**

**11a.**

**Fine Motor**

EXPECTATION

Holds drawing, writing, and painting tools by using a three-point (tripod) finger grip, writing more detail, and drawing more recognizable facial features

**Objectives for Development and Learning**

**Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**

Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing

EXPECTATION

Can write letters, basic shapes and lines and can draw more recognizable facial features.

**Objectives for Development and Learning**

**Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**

Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing

EXPECTATION

Continues to progress with use of utensils independently with limited support, including the demonstration of spearing food with a fork, scooping with a spoon, spreading, and cutting with a knife or other culturally appropriate practice.

**Objectives for Development and Learning**

**Objective 7 Demonstrates fine-motor strength and coordination  
7a Uses fingers and hands**

Objective 7a.8 Uses small precise finger and hand movements

EXPECTATION	<p>Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 7 Demonstrates fine-motor strength and coordination</b>  <b>7a Uses fingers and hands</b>  Objective 7a.8 Uses small precise finger and hand movements</p>	
EXPECTATION	<p>Practice self-help skills including buttoning, zipping, fastening, tying etc.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 7 Demonstrates fine-motor strength and coordination</b>  <b>7a Uses fingers and hands</b>  Objective 7a.8 Uses small precise finger and hand movements</p>	
EXPECTATION	<p>Uses small, precise finger and hand movements (e.g. picking up small rocks and acorns or taking seeds out of sunflower heads).</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 7 Demonstrates fine-motor strength and coordination</b>  <b>7a Uses fingers and hands</b>  Objective 7a.8 Uses small precise finger and hand movements</p>	
EXPECTATION	<p>Uses fingers, hands, and wrists to manipulate a variety of small tools. (e.g., stapler, hole punchers, spray bottles)</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 7 Demonstrates fine-motor strength and coordination</b>  <b>7a Uses fingers and hands</b>  Objective 7a.8 Uses small precise finger and hand movements</p>	

## STRAND / DOMAIN

## Physical Development and Health (46–60 months)

CATEGORY / PERFORMANCE INDICATOR	11	Motor Skills and Movement Patterns
STANDARD	11b.	Gross Motor

EXPECTATION	<p>Coordinates complex movements in play and games.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 04 Demonstrates traveling skills</b>  Objective 4.8 Coordinates increasingly complex movements in play and games</p>
EXPECTATION	<p>Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 04 Demonstrates traveling skills</b>  Objective 4.8 Coordinates increasingly complex movements in play and games</p>
EXPECTATION	<p>Demonstrates progressive locomotive skills, successive hopping, and forward jumping.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 5 Demonstrates balancing skills</b>  Objective 5.6 Sustain balance during simple movement experiences</p>
EXPECTATION	<p>Has control over speed and direction and balance such as: running, sliding, galloping forward, back, right, left.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 04 Demonstrates traveling skills</b>  Objective 4.10 Uses a variety of traveling movements, varying speed, pathways, and direction</p>
EXPECTATION	<p>Demonstrates body awareness skills while participating in group physical activities.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 04 Demonstrates traveling skills</b>  Objective 4.8 Coordinates increasingly complex movements in play and games</p>
EXPECTATION	<p>Manipulates objects with a full range of motion.</p>

**Objectives for Development and Learning****Objective 6 Demonstrates gross-motor manipulative skills**

Objective 6.8 Manipulates balls or similar objects with a full range of motion

EXPECTATION

Develops coordination and balance using a variety of playground equipment, outdoor play, and/or nature-based exploration (i.e. balancing on a log).

**Objectives for Development and Learning****Objective 5 Demonstrates balancing skills**

Objective 5.6 Sustain balance during simple movement experiences

EXPECTATION

Shows enthusiasm for mastery of gross motor movements through repetitive practice.

**Objectives for Development and Learning****Objective 04 Demonstrates traveling skills**

Objective 4.8 Coordinates increasingly complex movements in play and games

**STRAND / DOMAIN****Cognitive Development (46–60 months)****CATEGORY / PERFORMANCE  
INDICATOR****Mathematical Practices and Reasoning****STANDARD**

12

**Numeracy and Operations****EXPECTATION**

12a.

**Mathematical Practices**

GRADE EXPECTATION

Identifies math concepts within their learning environments.

**Objectives for Development and Learning****Objective 12 Remembers and connects experiences****12b Remembers and connects experiences**

Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

GRADE EXPECTATION

Recognizes the usefulness of math in everyday tasks.

**Objectives for Development and Learning****Objective 12 Remembers and connects experiences**



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**12b Remembers and connects experiences**

Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

GRADE EXPECTATION

Uses math to solve problems in the context of classroom and home experiences.

**Objectives for Development and Learning****Objective 11 Demonstrates Positive Approaches to Learning****11c Solves problems**

Objective 11c.6 Solves problems without having to try every possibility

GRADE EXPECTATION

Represents mathematical concepts using classroom materials.

**Objectives for Development and Learning****Objective 12 Remembers and connects experiences****12b Remembers and connects experiences**

Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

GRADE EXPECTATION

Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences.

**Objectives for Development and Learning****Objective 12 Remembers and connects experiences****12b Remembers and connects experiences**

Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

GRADE EXPECTATION

Uses math terms in the course of everyday conversations.

**Objectives for Development and Learning****Objective 9 Uses language to express thoughts and needs****9a Uses an expanding and expressive vocabulary**

Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

**STRAND / DOMAIN****Cognitive Development (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR		Mathematical Practices and Reasoning
STANDARD	12	Numeracy and Operations
EXPECTATION	12b.	Counting and Cardinality Cluster

GRADE EXPECTATION

Counts to 20 and beyond by ones with increasing accuracy.

**Objectives for Development and Learning****Objective 20 Uses number concepts and operations a. Counts**

Objective 20a.6 Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

GRADE EXPECTATION

Recognizes and labels written numerals 0–10.

**Objectives for Development and Learning****Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**

Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects

GRADE EXPECTATION

Begins to recognize small quantities immediately (subitize) to determine how many.

**Objectives for Development and Learning****Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.4 Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

GRADE EXPECTATION

Counts items to 10, recognizing the last number tells how many (cardinality).

**Objectives for Development and Learning****Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies

which part has more, less, or the same (equal); counts all or counts on to find out how many

GRADE EXPECTATION

Begins to write number symbols 0–10.

**Objectives for Development and Learning**

**Objective 20 Uses number concepts and operations c. Connects numerals with their quantities**

Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects

GRADE EXPECTATION

Identifies whether the number of objects in one group is more than, less than, or equal to the number of objects in another group up to 10.

**Objectives for Development and Learning**

**Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

**STRAND / DOMAIN**

**Cognitive Development (46–60 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**Mathematical Practices and Reasoning**

**STANDARD**

**12**

**Numeracy and Operations**

**EXPECTATION**

**12c.**

**Operations and Algebraic Thinking**

GRADE EXPECTATION

Counts using 1:1 correspondence with increasing accuracy.

**Objectives for Development and Learning**

**Objective 20 Uses number concepts and operations**

**20a Counts**

Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

GRADE EXPECTATION	Represents addition and subtraction with materials, drawing, and role play.
	<p><b><u>Objectives for Development and Learning</u></b></p> <p><b>Objective 20 Uses number concepts and operations</b></p> <p><b>20e Applies properties of mathematical operations and relationships</b></p> <p>Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
GRADE EXPECTATION	Uses concrete objects to model real-world addition and subtraction up to 10 (composing and decomposing numbers).
	<p><b><u>Objectives for Development and Learning</u></b></p> <p><b>Objective 20 Uses number concepts and operations</b></p> <p><b>20e Applies properties of mathematical operations and relationships</b></p> <p>Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
GRADE EXPECTATION	Solves story problems using sets of up to 10 objects.
	<p><b><u>Objectives for Development and Learning</u></b></p> <p><b>Objective 20 Uses number concepts and operations</b></p> <p><b>20e Applies properties of mathematical operations and relationships</b></p> <p>Objective 20e.2 Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>

## STRAND / DOMAIN

## Cognitive Development (46–60 months)

CATEGORY / PERFORMANCE INDICATOR		Mathematical Practices and Reasoning
STANDARD	13	Geometric Reasonings
EXPECTATION	13a.	Geometry

GRADE EXPECTATION	<p>Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 21 Explores and describes spatial relationships and shapes</b>  <b>21b Understands shapes</b>  Objective 21b.6 Describes two and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE EXPECTATION	<p>Breaks down shapes into parts and whole.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 21 Explores and describes spatial relationships and shapes</b>  <b>21b Understands shapes</b>  Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
GRADE EXPECTATION	<p>Discovers connections between formal geometric shapes and the surrounding environment to make three-dimensional and two-dimensional shapes by building, drawing, or labeling.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 21 Explores and describes spatial relationships and shapes b.</b>  <b>Understands shapes</b>  Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
GRADE EXPECTATION	<p>Demonstrates understanding of directionality describing positions of objects in relationship to each other.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 21 Explores and describes spatial relationships and shapes</b>  <b>21a Understands spatial relationships</b>  Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance</p>

**STRAND / DOMAIN****Cognitive Development (46–60 months)****CATEGORY / PERFORMANCE INDICATOR****Mathematical Practices and Reasoning****STANDARD****14****Statistical Reasonings****EXPECTATION****14a.****Measurement and Data**

GRADE EXPECTATION

Describes, sorts and names groups (classifies) of objects using one or more attributes.

**Objectives for Development and Learning****Objective 22 Compares and measures a. Measures objects**

Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

GRADE EXPECTATION

Identifies and compares measurable features of everyday objects, using appropriate vocabulary.

**Objectives for Development and Learning****Objective 22 Compares and measures a. Measures objects**

Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

GRADE EXPECTATION

Begins to use words such as “first”, “next”, and “last.”

**Objectives for Development and Learning****Objective 22 Compares and Measures****22c Represents and analyzes data**

Objective 22c.2 Knows a few ordinal numbers

GRADE EXPECTATION

Uses measurable features to order materials sequentially.

**Objectives for Development and Learning****Objective 22 Compares and measures a. Measures objects**

Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

GRADE EXPECTATION	<p>Recognizes, copies, creates, and continues simple patterns using objects.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 23 Demonstrates knowledge of patterns</b>  Objective 23.6 Extends and creates simple repeating patterns</p>
GRADE EXPECTATION	<p>Uses past and future tenses and time words appropriately.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and Measures</b>  <b>22b. Measures time and money</b>  Objective 22b.6 Uses some time measurement words and tools</p>
GRADE EXPECTATION	<p>Begins to understand concepts such as yesterday, today, and tomorrow.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and Measures</b>  <b>22b. Measures time and money</b>  Objective 22b.6 Uses some time measurement words and tools  <b>Objective 31 Explores change related to familiar people or places</b></p>
GRADE EXPECTATION	<p>Responds to questions that can be answered through data analysis.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and Measures</b>  <b>22c Represents and analyzes data</b>  Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p>
GRADE EXPECTATION	<p>Is able to show data using simple charts and graphs.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and Measures</b>  <b>22c Represents and analyzes data</b>  Objective 22c.4 Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p>

GRADE EXPECTATION		<p>Uses non-standard units of measurement such as cubes, links, counting bears or hands, to measure objects.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and measures a. Measures objects</b>  Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
GRADE EXPECTATION		<p>Uses measurement terms and concepts in everyday life.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 22 Compares and measures a. Measures objects</b>  Objective 22a.8 Uses measurement words and some standard measurement tools accurately</p>
<b>STRAND / DOMAIN</b>		<b>Cognitive Development (46–60 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Scientific Reasoning</b>
<b>STANDARD</b>	<b>15</b>	<b>Scientific Practices and Reasoning</b>
<b>EXPECTATION</b>	<b>15a.</b>	<b>Exploration</b>
GRADE EXPECTATION		<p>Uses new vocabulary when investigating materials, living things, patterns and cycles in nature.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 9 Uses language to express thoughts and needs</b>  <b>9a Uses an expanding and expressive vocabulary</b>  Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words  <b>Objective 25 Demonstrates knowledge of the characteristics of living things</b></p>
GRADE EXPECTATION		<p>Uses and/or describes tools and technology that aid in solving a problem or performing a task.</p>



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**Objectives for Development and Learning****Objective 28 Uses tools and other technology to perform tasks**

GRADE EXPECTATION

Plans and cooperatively carries out investigations to answer questions, test ideas and/or solve problems.

**Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills**

GRADE EXPECTATION

Experiments with materials to change outcomes.

**Objectives for Development and Learning****Objective 24 Uses scientific inquiry skills****STRAND / DOMAIN****Cognitive Development (46–60 months)****CATEGORY / PERFORMANCE  
INDICATOR****Scientific Reasoning****STANDARD****15****Scientific Practices and Reasoning****EXPECTATION****15b.****Application of Science Concepts and Practices**

GRADE EXPECTATION

Begins to use evidence gathered during play/project work and books/media to answer questions.

**Objectives for Development and Learning****Objective 11 Demonstrates Positive Approaches to Learning****11d Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

GRADE EXPECTATION

Begins to classify objects and living things into categories.

**Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things**

GRADE EXPECTATION	<p>Describes what can be discovered using different senses and tools.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 9 Uses language to express thoughts and needs</b>  <b>9a Uses an expanding and expressive vocabulary</b>  Objective 9a.6 Describes and tells the use of many familiar items  <b>Objective 28 Uses tools and other technology to perform tasks</b></p>
GRADE EXPECTATION	<p>Plans and carries out investigations with others.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 24 Uses scientific inquiry skills</b></p>
GRADE EXPECTATION	<p>Makes and tests predictions.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 11 Demonstrates Positive Approaches to Learning</b>  <b>11c Solves problems</b>  Objective 11c.8 Thinks problems through, considering several possibilities and analyzing results  <b>Objective 24 Uses scientific inquiry skills</b></p>
GRADE EXPECTATION	<p>Collects and records information through drawing, writing, dictation and taking photographs.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 19 Demonstrates writing skills</b>  <b>19b Writes to convey ideas and information</b>  Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message  <b>Objective 24 Uses scientific inquiry skills</b></p>
GRADE EXPECTATION	<p>Draws conclusions and shares explanations based on evidence, prior knowledge, and the ideas of others.</p> <p><b><u>Objectives for Development and Learning</u></b>  <b>Objective 24 Uses scientific inquiry skills</b></p>

**STRAND / DOMAIN****Cognitive Development (46–60 months)**

<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Scientific Reasoning</b>
<b>STANDARD</b>	<b>16</b>	<b>Physical Science and Engineering</b>
<b>EXPECTATION</b>	<b>16a.</b>	<b>Motion and Stability: Forces and Interactions</b>
GRADE EXPECTATION		Uses senses and tools (including technology) to observe and describe the strength and direction of forces.  <b><u>Objectives for Development and Learning</u></b> <b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b> <b>Objective 28 Uses tools and other technology to perform tasks</b>
GRADE EXPECTATION		Plans and carries out comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push).  <b><u>Objectives for Development and Learning</u></b> <b>Objective 24 Uses scientific inquiry skills</b> <b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b>
GRADE EXPECTATION		Recognizes different types of matter (e.g., solid, liquid).  <b><u>Objectives for Development and Learning</u></b> <b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b>
GRADE EXPECTATION		Explores different sources of light, how light reflects, and what happens when light is blocked.  <b><u>Objectives for Development and Learning</u></b> <b>Objective 26 Demonstrates knowledge of the physical properties of objects and materials</b>

GRADE EXPECTATION

Creates and describes sounds and what makes them change.

**Objectives for Development and Learning**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**STRAND / DOMAIN**

**Cognitive Development (46–60 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**Scientific Reasoning**

**STANDARD**

**16**

**Physical Science and Engineering**

**EXPECTATION**

**16b.**

**Engineering**

GRADE EXPECTATION

Compares tools or solutions and reflects on what works well.

**Objectives for Development and Learning**

**Objective 24 Uses scientific inquiry skills**

**Objective 28 Uses tools and other technology to perform tasks**

GRADE EXPECTATION

Uses common objects to build simple machines that solve a problem.

**Objectives for Development and Learning**

**Objective 24 Uses scientific inquiry skills**

**Objective 28 Uses tools and other technology to perform tasks**

**STRAND / DOMAIN**

**Cognitive Development (46–60 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**Scientific Reasoning**

**STANDARD**

**17**

**Earth Science**

**EXPECTATION**

**17a.**

**Earth Systems**

GRADE EXPECTATION

Uses senses and tools (including technology) to describe and discuss how weather changes over time.

**Objectives for Development and Learning**



**Objective 27 Demonstrates knowledge of Earth’s environment**  
**Objective 28 Uses tools and other technology to perform tasks**

GRADE EXPECTATION

Plans and carries out simple experiments with rocks, sand, water or soil and records observations using drawings, discussions, graphs and technology such as digital microscopes.

**Objectives for Development and Learning**

**Objective 24 Uses scientific inquiry skills**

**Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

**Objective 28 Uses tools and other technology to perform tasks**

**STRAND / DOMAIN**

**Cognitive Development (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR		Scientific Reasoning
STANDARD	17	Earth Science
EXPECTATION	17b.	The Earth and Human Activity

GRADE EXPECTATION

Demonstrates, through observation and investigation, an understanding that human activity impacts the earth (uses of resources to make products).

**Objectives for Development and Learning**

**Objective 27 Demonstrates knowledge of Earth’s environment**

**STRAND / DOMAIN**

**Cognitive Development (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR		Scientific Reasoning
STANDARD	18	Life Science
EXPECTATION	18a.	Organisms: Structures and Processes

GRADE EXPECTATION

Compares how people and other animals grow and change (life cycles).

**Objectives for Development and Learning**

**Objective 25 Demonstrates knowledge of the characteristics of living things**

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**Objective 31 Explores change related to familiar people or places**

GRADE EXPECTATION

Uses vocabulary for naming plants and animals moving beyond general labels and begins to connect how they look to where and how they live.

**Objectives for Development and Learning****Objective 9 Uses language to express thoughts and needs****9a Uses an expanding and expressive vocabulary**

Objective 9a.8 Incorporates new, less familiar or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words

**Objective 25 Demonstrates knowledge of the characteristics of living things**

GRADE EXPECTATION

Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area.

**Objectives for Development and Learning****Objective 11 Demonstrates Positive Approaches to Learning****11b Persists**

Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

**Objective 25 Demonstrates knowledge of the characteristics of living things**

GRADE EXPECTATION

Begins to describe how animals adapt to weather conditions.

**Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things**

GRADE EXPECTATION

Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions.

**Objectives for Development and Learning****Objective 25 Demonstrates knowledge of the characteristics of living things****STRAND / DOMAIN****Cognitive Development (46–60 months)**

**CATEGORY / PERFORMANCE  
INDICATOR**

**Social Sciences**



<b>STANDARD</b>	<b>19</b>	<b>People, Communities, and their Environment</b>
<b>EXPECTATION</b>	<b>19a.</b>	<b>Civics and Government</b>
GRADE EXPECTATION		Demonstrates a basic understanding of how people can positively affect their family, class and community.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 30 Shows basic understanding of people and how they live</b>
GRADE EXPECTATION		Understands and discusses why responsibilities are important.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 1 Regulates own emotions and behaviors</b> <b>1c Takes care of own needs appropriately</b> Objective 1c.8 Take responsibility for own well-being
GRADE EXPECTATION		Recognizes different rules apply to different environments (e.g., classroom vs field trips).
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 1 Regulates own emotions and behaviors</b> <b>1b Follows limits and expectations</b> Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
GRADE EXPECTATION		Assists, with support and guidance, in developing and participating in activities designed to care for the environment and/or community.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 27 Demonstrates knowledge of Earth’s environment</b>
<b>STRAND / DOMAIN</b>		<b>Cognitive Development (46–60 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Social Sciences</b>
<b>STANDARD</b>	<b>19</b>	<b>People, Communities, and their Environment</b>
<b>EXPECTATION</b>	<b>19b.</b>	<b>Economics</b>

GRADE EXPECTATION		Explores and discusses differences between basic wants and needs.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 30 Shows basic understanding of people and how they live</b>
GRADE EXPECTATION		Identifies and explains how basic human needs of food, clothing, shelter, and transportation are met.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 30 Shows basic understanding of people and how they live</b>
GRADE EXPECTATION		Begins to recognize money and its uses.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 30 Shows basic understanding of people and how they live</b>
<b>STRAND / DOMAIN</b>		<b>Cognitive Development (46–60 months)</b>
<b>CATEGORY / PERFORMANCE INDICATOR</b>		<b>Social Sciences</b>
<b>STANDARD</b>	<b>19</b>	<b>People, Communities, and their Environment</b>
<b>EXPECTATION</b>	<b>19c.</b>	<b>Geography</b>
GRADE EXPECTATION		With support recognizes that environmental changes can impact people, animals, and plants.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 30 Shows basic understanding of people and how they live</b> <b>Objective 32 Demonstrates simple geographic knowledge</b>
GRADE EXPECTATION		Describes and sequences physical features of the community through visual representation.
		<b><u>Objectives for Development and Learning</u></b> <b>Objective 14 Uses symbols and images to represent something not present</b> <b>14a Thinks symbolically</b> Objective 14a.4 Draws or constructs, and then identifies what it is



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**Objective 32 Demonstrates simple geographic knowledge**

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GRADE EXPECTATION

Develops an understanding of the use and representation of simple maps, globes, and other geographic tools.

**Objectives for Development and Learning****Objective 32 Demonstrates simple geographic knowledge**

GRADE EXPECTATION

Displays awareness that geographic features influence how people experience, navigate and work in their community and in other geographic regions.

**Objectives for Development and Learning****Objective 30 Shows basic understanding of people and how they live****Objective 32 Demonstrates simple geographic knowledge****STRAND / DOMAIN****Cognitive Development (46–60 months)**

CATEGORY / PERFORMANCE INDICATOR		
STANDARD	19	People, Communities, and their Environment
EXPECTATION	19d.	History and Culture

**Social Sciences**

GRADE EXPECTATION

Uses words and phrases correctly to indicate changes that take place over time.

**Objectives for Development and Learning****Objective 31 Explores change related to familiar people or places**

GRADE EXPECTATION

Observes and recognizes changes that take place over time in the family, classroom and community.

**Objectives for Development and Learning****Objective 31 Explores change related to familiar people or places**

GRADE EXPECTATION

Recalls events that happened in the past, such as a family or personal history.

**Objectives for Development and Learning****Objective 12 Remembers and connects experiences**

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**12a Recognizes and recalls**

Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

**Objective 30 Shows basic understanding of people and how they live**

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**GRADE EXPECTATION**

Displays awareness of similarities and differences among individuals and families.

**Objectives for Development and Learning**

**Objective 30 Shows basic understanding of people and how they live**