



Progressions from

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# Objectives for Development & Learning

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*Birth Through Third Grade*



# Widely Held Expectations

Below are the ranges for objectives with color-coded progressions for development and learning.

Objectives and Dimensions	Ranges (color-coded)									
SOCIAL–EMOTIONAL										
1. Regulates own emotions and behaviors										
a. Manages feelings	■	■	■	■	■	■	■	■	■	■
b. Follows limits and expectations	■	■	■	■	■	■	■	■	■	■
c. Takes care of own needs appropriately	■	■	■	■	■	■	■	■	■	■
2. Establishes and sustains positive relationships										
a. Forms relationships with adults	■	■	■	■	■	■	■	■	■	■
b. Responds to emotional cues	■	■	■	■	■	■	■	■	■	■
c. Interacts with peers	■	■	■	■	■	■	■	■	■	■
d. Makes friends		■	■	■	■	■	■	■	■	■
3. Participates cooperatively and constructively in group situations										
a. Balances needs and rights of self and others	■	■	■	■	■	■	■	■	■	■
b. Solves social problems	■	■	■	■	■	■	■	■	■	■
PHYSICAL										
4. Demonstrates traveling skills	■	■	■	■	■	■	■	■	■	■
5. Demonstrates balancing skills	■	■	■	■	■	■	■	■	■	■
6. Demonstrates gross-motor manipulative skills	■	■	■	■	■	■	■	■	■	■
7. Demonstrates fine-motor strength and coordination										
a. Uses fingers and hands	■	■	■	■	■	■	■	■	■	■
b. Uses writing and drawing tools		■	■	■	■	■	■	■	■	■
LANGUAGE										
8. Listens to and understands increasingly complex language										
a. Comprehends language	■	■	■	■	■	■	■	■	■	■
b. Follows directions	■	■	■	■	■	■	■			

■ Birth to 1 year

■ 1 to 2 years

■ 2 to 3 years

■ Preschool 3 class
























































































































































■ PreK 4 class










■ Kindergarten

■ First Grade

■ Second Grade

■ Third Grade

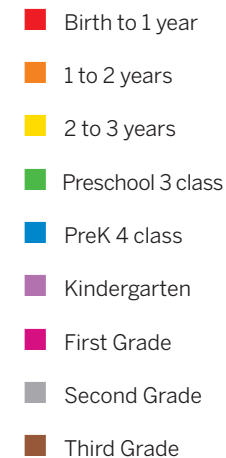
Objectives and Dimensions	Ranges (color-coded)									
9. Uses language to express thoughts and needs										
a. Uses an expanding expressive vocabulary										
b. Speaks clearly										
c. Uses conventional grammar										
d. Tells about another time or place										
10. Uses appropriate conversational and other communication skills										
a. Engages in conversations										
b. Uses social rules of language										
COGNITIVE										
11. Demonstrates positive approaches to learning										
a. Attends and engages										
b. Persists										
c. Solves problems										
d. Shows curiosity and motivation										
e. Shows flexibility and inventiveness in thinking										
12. Remembers and connects experiences										
a. Recognizes and recalls										
b. Makes connections										
13. Uses classification skills										
14. Uses symbols and images to represent something not present										
a. Thinks symbolically										
b. Engages in sociodramatic play										
LITERACY										
15. Demonstrates phonological awareness, phonics skills, and word recognition										
a. Notices and discriminates rhyme										
b. Notices and discriminates alliteration										

-  Birth to 1 year
-  1 to 2 years
-  2 to 3 years
-  Preschool 3 class
-  PreK 4 class
-  Kindergarten
-  First Grade
-  Second Grade
-  Third Grade

Objectives and Dimensions	Ranges (color-coded)									
c. Notices and discriminates discrete units of sound										
d. Applies phonics concepts and knowledge of word structure to decode text										
16. Demonstrates knowledge of the alphabet										
a. Identifies and names letters										
b. Identifies letter–sound correspondences										
17. Demonstrates knowledge of print and its uses										
a. Uses and appreciates books and other texts										
b. Uses print concepts										
18. Comprehends and responds to books and other texts										
a. Interacts during reading experiences, book conversations, and text reflections										
b. Uses emergent reading skills										
c. Retells stories and recounts details from informational texts										
d. Uses context clues to read and comprehend texts										
e. Reads fluently										
19. Demonstrates writing skills										
a. Writes name										
b. Writes to convey meaning										
c. Writes using conventions										
MATHEMATICS										
20. Uses number concepts and operations										
a. Counts										
b. Quantifies										
c. Connects numerals with their quantities										
d. Understands and uses place value and base ten										
e. Applies properties of mathematical operations and relationships										
f. Applies number combinations and mental number strategies in mathematical operations										

- Birth to 1 year
- 1 to 2 years
- 2 to 3 years
- Preschool 3 class
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Objectives and Dimensions	Ranges (color-coded)
21. Explores and describes spatial relationships and shapes	
a. Understands spatial relationships	
b. Understands shapes	
22. Compares and measures	
a. Measures objects	
b. Measures time and money	
c. Represents and analyzes data	
23. Demonstrates knowledge of patterns	
SCIENCE AND TECHNOLOGY	
24. Uses scientific inquiry skills	No evidence yet Emerging Meets program expectations
25. Demonstrates knowledge of the characteristics of living things	
26. Demonstrates knowledge of the physical properties of objects and materials	
27. Demonstrates knowledge of Earth's environment	
28. Uses tools and other technology to perform tasks	
SOCIAL STUDIES	
29. Demonstrates knowledge about self	No evidence yet Emerging Meets program expectations
30. Shows basic understanding of people and how they live	
31. Explores change related to familiar people or places	
32. Demonstrates simple geographic knowledge	
THE ARTS	
33. Explores the visual arts	No evidence yet Emerging Meets program expectations
34. Explores musical concepts and expression	
35. Explores dance and movement concepts	
36. Explores drama through actions and language	
ENGLISH LANGUAGE ACQUISITION	
37. Demonstrates progress in listening to and understanding English	Progressions included, but not age-level designations
38. Demonstrates progress in speaking English	



# Objective 1 Regulates own emotions and behaviors

## a. Manages feelings

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			<b>Uses adult support to calm self</b> <ul style="list-style-type: none"><li>Calms self when touched gently, patted, massaged, rocked, or hears a soothing voice</li><li>Turns away from source of overstimulation and cries but is soothed by being picked up</li></ul>		<b>Comforts self by seeking out special object or person</b> <ul style="list-style-type: none"><li>Gets teddy bear from cubby when upset</li><li>Sits next to favorite adult when sad</li></ul>		<b>Is able to look at a situation differently or delay gratification</b> <ul style="list-style-type: none"><li>When the Block area is full, looks to see what other areas are available</li><li>Scowls and says, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."</li></ul>		<b>Controls strong emotions in an appropriate manner most of the time</b> <ul style="list-style-type: none"><li>Asserts, "I'm mad. You're not sharing the blocks!"</li><li>Says, "I'm so excited! We're going to the zoo today!" while jumping up and down</li></ul>		<b>Manages strong emotions using known strategies</b> <ul style="list-style-type: none"><li>When feeling overwhelmed, talks with teacher about a plan for completing an assignment</li><li>Finds a quiet place in the classroom to read after a disagreement with a friend</li><li>Talks to a friend about being reprimanded by the teacher</li></ul>		<b>Demonstrates patience with personal limitations; controls feelings based on how they will affect others</b> <ul style="list-style-type: none"><li>When practicing cursive writing, says, "I need to go slowly when I write the letter Q so I won't get frustrated."</li><li>Smiles and says, "thank you" for a gift, and then later tells an adult, "I already read that book, and I didn't like it."</li></ul>	

## b. Follows limits and expectations

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			<b>Responds to changes in an adult's tone of voice and expression</b> <ul style="list-style-type: none"><li>Looks when adult speaks in a soothing voice</li><li>Appears anxious if voices are loud or unfamiliar</li><li>Touches the puddle of water when adult smiles encouragingly</li></ul>		<b>Accepts redirection from adults</b> <ul style="list-style-type: none"><li>Moves to the sand table at suggestion of adult when there are too many at the art table</li><li>Initially refuses to go inside but complies when the teacher restates the request</li></ul>		<b>Manages classroom rules, routines, and transitions with occasional reminders</b> <ul style="list-style-type: none"><li>Indicates that only four persons may play at the water table</li><li>Cleans up when music is played</li><li>Goes to rest area when lights are dimmed</li></ul>		<b>Applies basic rules in new but similar situations</b> <ul style="list-style-type: none"><li>Walks and uses a quiet voice in the library</li><li>Runs and shouts when on a field trip to the park</li><li>Listens attentively to a guest speaker</li></ul>		<b>Understands and explains reasons for rules</b> <ul style="list-style-type: none"><li>Explains why running in the gym is safe but running in the hallway is not</li><li>When playing a block-balancing game, says, "You have to sit back when it's not your turn so the table doesn't get bumped."</li></ul>		<b>Demonstrates an understanding of the "big rule" concepts of safety, kindness, respect, and care for the objects and materials in the environment</b> <ul style="list-style-type: none"><li>Asks to stand on a chair to reach a high shelf, and says it's safe because the chair is sturdy</li><li>Suggests organizing a book drive after hearing about a fire at a nearby elementary school's library</li></ul>	

## Objective 1 Regulates own emotions and behaviors

### c. Takes care of own needs appropriately

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			<b>Indicates needs and wants; participates as adult attends to needs</b> <ul style="list-style-type: none"><li>• Cries to show discomfort, hunger, or tiredness</li><li>• Opens mouth when food is offered</li><li>• Raises knees to chest when on back for diaper changing</li><li>• Pulls off own socks</li><li>• Raises arms while being lifted out of buggy</li></ul>		<b>Seeks to do things for self</b> <ul style="list-style-type: none"><li>• Asserts own needs by pointing, gesturing, or talking</li><li>• Holds hands under faucet and waits for adult to turn on water</li><li>• Tries to zip jacket but throws to ground in frustration</li><li>• Attempts to clean up toys</li></ul>		<b>Demonstrates confidence in meeting own needs</b> <ul style="list-style-type: none"><li>• Washes hands and uses towel to dry</li><li>• Stays involved in activity of choice</li><li>• Uses materials, utensils, and brushes appropriately</li><li>• Takes off coat and hangs it up</li><li>• Puts away toys</li><li>• Volunteers to feed the fish</li></ul>		<b>Takes responsibility for own well-being</b> <ul style="list-style-type: none"><li>• Completes chosen task</li><li>• Waits turn to go down slide</li><li>• Creates a “Do not touch” sign for construction</li><li>• Tells why some foods are good for you</li><li>• Takes care of personal belongings</li></ul>		<b>Practices skills to reach desired level of personal achievement</b> <ul style="list-style-type: none"><li>• Says, “I’m going to practice riding my bike every day so I can ride with my big brother.”</li><li>• Re-ties shoes when first attempt results in laces that are too loose</li><li>• Writes poetry both at school and at home, claiming, “The more I write, the better I get.”</li></ul>		<b>Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals</b> <ul style="list-style-type: none"><li>• After watching another child play basketball, says, “I’m not good at basketball. I’m better at soccer.”</li><li>• Completes self-assessment of math skills, checking off the ability to count by 2s, 5s, 10s, 20s, and 100s but not by 6s or 12s</li><li>• Sets a goal for the amount of money to collect for the local animal shelter fundraiser and then solicits donations</li></ul>	

## Objective 2 Establishes and sustains positive relationships

### a. Forms relationships with adults

	Not Yet	1	2	3	4	5	6	7	8	9	10	11
		<b>Demonstrates a secure attachment to one or more adults</b> <ul style="list-style-type: none"><li>• Appears uneasy when held by a stranger but smiles broadly when mom enters room</li><li>• Calms when a familiar adult offers appropriate comfort</li><li>• Responds to teacher during caregiving routines</li></ul>		<b>Uses trusted adult as a secure base from which to explore the world</b> <ul style="list-style-type: none"><li>• Moves away from a trusted adult to play with a new toy but returns before venturing into a new area</li><li>• Looks to a trusted adult for encouragement when exploring a new material or physical space</li></ul>		<b>Manages separations without distress and engages with trusted adults</b> <ul style="list-style-type: none"><li>• Waves good-bye to mom and joins speech therapist in a board game</li><li>• Accepts teacher’s explanation of why she is leaving the room and continues playing</li></ul>		<b>Engages with trusted adults as resources and to share mutual interests</b> <ul style="list-style-type: none"><li>• Talks with teacher every day about their pets</li><li>• Asks librarian to help find a book about surfing</li><li>• Readily asks teacher for help when struggling with a number game</li></ul>		<b>Respectfully engages adult with a different viewpoint; considers adult’s alternative ideas when engaged in discussion</b> <ul style="list-style-type: none"><li>• Listens to adult share a viewpoint about a presentation and offers another opinion</li><li>• Participates in discussion about ideas presented in an opinion article about NASA</li></ul>		



## Objective 2 Establishes and sustains positive relationships

### **b. Responds to emotional cues**

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			<b>Reacts to others' emotional expressions</b> <ul style="list-style-type: none"> <li>Cries when hears an adult use an angry tone of voice</li> <li>Smiles and turns head to look at person laughing</li> <li>Moves to adult while watching another child have a tantrum</li> </ul>		<b>Demonstrates concern about the feelings of others</b> <ul style="list-style-type: none"> <li>Brings a crying child's blanket to him</li> <li>Hugs a child who fell down</li> <li>Gets an adult to assist a child who needs help</li> </ul>		<b>Identifies basic emotional reactions of others and their causes accurately</b> <ul style="list-style-type: none"> <li>Says, "She's happy because her brother is here." "He's sad because his toy broke."</li> <li>Matches a picture of a happy face with a child getting a present or a sad face with a picture of a child dropping the banana she was eating</li> </ul>		<b>Recognizes that others' feelings about a situation might be different from his own</b> <ul style="list-style-type: none"> <li>Says, "I like riding fast on the trike, but Tim doesn't."</li> <li>Shows Meir a picture of a dinosaur but doesn't show it to Lucy because he remembers that she's afraid of dinosaurs</li> </ul>		<b>Recognizes that people can experience more than one emotion at the same time</b> <ul style="list-style-type: none"> <li>Talks about a book character who is excited and worried about going to a new school</li> <li>Says, "When I broke my leg, I was really sad about it, but I was super excited to have everybody sign my cast!"</li> <li>Says, "I think Brian is disappointed that he didn't get the role of the pirate in the play, but I think he's still happy about playing one of the shipmates."</li> </ul>		<b>Uses situational context and past experiences when interpreting another's feelings; gauges reactions of others to determine response</b> <ul style="list-style-type: none"> <li>Remembers that a friend prefers to be left alone when upset and waits to be approached before talking to her</li> <li>When a classmate is embarrassed about not knowing the answer to a homework question, says discreetly, "I figured out the answer. Do you want me to tell you?"</li> <li>Notices someone alone on the playground and invites her to play</li> </ul>	

## Objective 2 Establishes and sustains positive relationships

### c. Interacts with peers

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			<b>Plays near other children; uses similar materials or actions</b> <ul style="list-style-type: none"> <li>Sits next to child playing an instrument</li> <li>Imitates other children building with blocks</li> <li>Looks at other child's painting and chooses the same color</li> </ul>		<b>Uses successful strategies for entering groups</b> <ul style="list-style-type: none"> <li>Watches what other children are doing for a few minutes and then contributes an idea</li> <li>Asks, "Can I run with you?"</li> </ul>		<b>Initiates, joins in, and sustains positive interactions with a small group of two to three children</b> <ul style="list-style-type: none"> <li>Sees group pretending to ride a bus and says, "Let's go to the zoo on the bus."</li> <li>Enters easily into ongoing group play and plays cooperatively</li> </ul>		<b>Interacts cooperatively in groups of four or five children</b> <ul style="list-style-type: none"> <li>Takes turns being "it" during tag game on the playground</li> <li>Invites multiple peers to join in play</li> </ul>		<b>Works with a group toward a shared goal; participates in group games with rules</b> <ul style="list-style-type: none"> <li>As a member of a group, decides on a board game and compromises in order to make the game go smoothly</li> <li>On the playground, collects "treasure" and builds a snow fort around it, with a small group of children taking turns as guards, builders, and treasure seekers</li> </ul>		<b>Fluidly alternates between the roles of leader and follower in order to sustain play</b> <ul style="list-style-type: none"> <li>When preparing for a soccer game, says, "I'm going to be the goalie," but later changes positions when a teammate asks to be the goalie</li> <li>Says, "You got to be the choreographer yesterday. I want a turn today."</li> </ul>	

## Objective 2 Establishes and sustains positive relationships

**d. Makes friends**

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			<b>Seeks a preferred playmate; shows pleasure when seeing a friend</b> <ul style="list-style-type: none"> <li>Leaves Library area to greet another child upon his arrival</li> <li>Seeks preferred child to sit next to at group time</li> </ul>		<b>Plays with one or two preferred playmates</b> <ul style="list-style-type: none"> <li>Builds block tower with another child during choice time and then looks at books with same child later in the day</li> <li>Joins same two friends for several days to play a running game outside</li> </ul>		<b>Establishes a special friendship with one other child, but the friendship might only last a short while</b> <ul style="list-style-type: none"> <li>Talks about having friends and what friends do together</li> <li>Seeks out particular friend for selected activities on a regular basis</li> </ul>		<b>Maintains friendships for several months or more; forms friendships around similar play interests</b> <ul style="list-style-type: none"> <li>Finds her friend's favorite purple marker and gives it to her</li> <li>Works through a conflict and remains friends after a disagreement</li> <li>Chooses to play with a child who also likes to pretend he is a dragon</li> </ul>		<b>Forms friendships based on personal qualities</b> <ul style="list-style-type: none"> <li>Says, "Teddy is my friend because he's really nice, and he's funny."</li> <li>Explains that a good friend is someone who is helpful and kind</li> </ul>		<b>Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur</b> <ul style="list-style-type: none"> <li>Says, "Tai and I are friends because he doesn't tease me when I get upset. He doesn't let other kids tease me, either."</li> <li>Chooses to play alone after disagreeing with a friend, but seeks out that friend later in the day</li> <li>Says, "My friend, Kami, and I are going to sit next to each other in music, because she can help me count out my part, and I can help her read the notes."</li> </ul>	

## Objective 3 Participates cooperatively and constructively in group situations

### a. Balances needs and rights of self and others

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			<b>Responds appropriately to others' expressions of wants</b> <ul style="list-style-type: none"> <li>Gives another child a ball when asked</li> <li>Makes room on the sofa for a child who wants to look at the book with him</li> </ul>	<b>Takes turns</b> <ul style="list-style-type: none"> <li>Waits behind another child at the water fountain</li> <li>Says, "It's your turn now; the timer is up."</li> </ul>			<b>Initiates the sharing of materials in the classroom and outdoors</b> <ul style="list-style-type: none"> <li>Gives another child the gold marker to use but asks to use it again when the other child is done</li> <li>Invites another child to pull the wagon with her</li> </ul>		<b>Cooperates and shares ideas and materials in socially acceptable ways</b> <ul style="list-style-type: none"> <li>Moves to make space for someone else to work at the table</li> <li>Pays attention to group discussions, values the ideas of others, and contributes own ideas in a respectful manner</li> </ul>		<b>Completes cooperative projects with other children</b> <ul style="list-style-type: none"> <li>Says, "Let's split up the questions and take turns using the book to find the answers."</li> <li>Disagrees with another child by saying, "I don't think that's the right answer. Let's see if we can figure it out."</li> <li>Works with a partner to complete a project about Egypt by dividing the research and writing</li> </ul>		<b>Accurately completes self-assessment of role in group work</b> <ul style="list-style-type: none"> <li>Says, "I didn't do as much work on this as Connor did. He worked really hard."</li> <li>Completes a written self-assessment after a group science project</li> </ul>	

### b. Solves social problems

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			<b>Expresses feelings during a conflict</b> <ul style="list-style-type: none"> <li>Screams when another child touches his crackers</li> <li>Gets quiet and looks down when another child pushes her</li> </ul>	<b>Seeks adult help to resolve social problems</b> <ul style="list-style-type: none"> <li>Goes to adult crying when someone takes the princess dress she wanted to wear</li> <li>Calls for the teacher when another child grabs the molding dough at the same time he does</li> </ul>			<b>Suggests solutions to social problems</b> <ul style="list-style-type: none"> <li>Says, "You ride around the track one time, then I'll take a turn."</li> <li>Says, "Let's make a sign to keep people from kicking our sand castle like we did in the Block area."</li> <li>Asks teacher to make a waiting list to use the new toy</li> </ul>		<b>Resolves social problems through basic negotiation and compromise</b> <ul style="list-style-type: none"> <li>Says, "If I let you use the ruler, will you let me use the hole-punch?"</li> <li>Responds, "Hey, I know! You two can be the drivers to deliver the pizza."</li> </ul>		<b>Seeks conflict resolutions based on interest in maintaining the relationship in the future</b> <ul style="list-style-type: none"> <li>Says, "I'll let you keep the best bracelet I made today in art since you gave me my favorite swing on the playground."</li> <li>Says, "Maybe we should play a different game for now because I told Henry and Myra we wouldn't start playing tag until they are ready. I don't want them to be mad at me."</li> </ul>		<b>Considers multiple viewpoints when solving conflicts</b> <ul style="list-style-type: none"> <li>Thinks about each person's feelings and wants when solving a problem</li> <li>Asks friend to explain his viewpoint before sharing a solution</li> </ul>	

## Objective 4 Demonstrates traveling skills

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<b>Moves to explore immediate environment</b> <ul style="list-style-type: none"><li>Rolls over several times to get toy</li><li>Crawls</li><li>Cruises</li><li>Takes a few steps</li><li>Takes steps, pushing a push-toy or chair</li><li>Moves from crawling to sitting and back again</li></ul>		<b>Experiments with different ways of moving</b> <ul style="list-style-type: none"><li>Walks across room</li><li>Uses a hurried walk</li><li>Walks backwards</li><li>Pushes riding toy with feet while steering</li><li>Uses a walker to get to the table</li><li>Marches around room</li></ul>		<b>Moves purposefully from place to place with control</b> <ul style="list-style-type: none"><li>Runs</li><li>Avoids obstacles and people while moving</li><li>Starts and stops using wheelchair</li><li>Walks up and down stairs alternating feet</li><li>Climbs up and down on playground equipment</li><li>Rides tricycle using pedals</li><li>Gallops but not smoothly</li></ul>		<b>Coordinates increasingly complex movements in play and games</b> <ul style="list-style-type: none"><li>Runs smoothly and quickly, changes directions, stops and starts quickly</li><li>Steers wheelchair into small playground spaces</li><li>Jumps and spins</li><li>Moves through obstacle course</li><li>Gallops and skips with ease</li><li>Plays "Follow the Leader," using a variety of traveling movements</li></ul>		<b>Uses a variety of traveling movements, varying speed, pathways, and direction</b> <ul style="list-style-type: none"><li>Gallops quickly in a zigzag line</li><li>Hops 15 feet in a straight line, both forward and backward</li><li>Skips in a curved line around obstacles, e.g., cones</li><li>Walks on two feet and two hands (bear crawl), traveling forward, backwards, and sideways</li></ul>		<b>Coordinates multiple complex movements while traveling</b> <ul style="list-style-type: none"><li>Runs down the field with a partner, tossing a football back and forth</li><li>Moves around the stage to perform a choreographed dance</li><li>Runs while kicking a ball forward</li><li>Walks forward while throwing and catching a ball</li><li>Jogs forward while dribbling a ball with one hand</li></ul>		

## Objective 5 Demonstrates balancing skills

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Balances while exploring immediate environment</b> <ul style="list-style-type: none"><li>• Sits propped up</li><li>• Rocks back and forth on hands and knees</li><li>• Sits a while and plays with toys</li><li>• Sits and reaches for toys without falling</li></ul>		<b>Experiments with different ways of balancing</b> <ul style="list-style-type: none"><li>• Squats to pick up toys</li><li>• Stands on tiptoes to reach something</li><li>• Gets in and out of a chair</li><li>• Kneels while playing</li><li>• Straddles a taped line on the floor</li><li>• Sidesteps across beam or sandbox edge</li></ul>		<b>Sustains balance during simple movement experiences</b> <ul style="list-style-type: none"><li>• Walks forward along sandbox edge, watching feet</li><li>• Jumps off low step, landing on two feet</li><li>• Jumps over small objects</li><li>• Holds body upright while moving wheelchair forward</li></ul>		<b>Sustains balance during complex movement experiences</b> <ul style="list-style-type: none"><li>• Hops across the playground</li><li>• Hops on one foot then the other</li><li>• Walks across beam or sandbox edge forward and backwards</li><li>• Attempts to jump rope</li></ul>		<b>Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses</b> <ul style="list-style-type: none"><li>• Balances on different bases of support, e.g., two hands and one foot, one hand and one foot, elbow and knee</li><li>• Holds balances very still for 3 to 5 seconds</li><li>• Balances in different body shapes, e.g., round, narrow, wide</li><li>• Travels and stops in balanced positions</li><li>• Performs inverted balances, e.g., balances on head and two feet as base of support</li></ul>		<b>Balances on apparatus with control and stability</b> <ul style="list-style-type: none"><li>• Walks across beam, turns, and walks in different direction</li><li>• Walks across log on playground or other apparatus, jumps in air, lands, and continues walking</li><li>• Holds balance on apparatus for 3 to 5 seconds</li><li>• Moves in and out of different balances by stretching, curling, and twisting</li></ul>		<b>Designs and performs movements that combine traveling and balance into a smooth, flowing sequence with intentional changes in direction and speed</b> <ul style="list-style-type: none"><li>• Travels, stops, and holds a pose for 3 seconds, then continues to travel</li><li>• Creates a travel–balance sequence on different bases of support; sequence includes three balances with different bases and at least two different types of traveling movements</li><li>• Sets travel–balance sequence to music, matching music to movements</li><li>• Mirrors partner in following a travel–balance sequence</li></ul>	

## Objective 6 Demonstrates gross-motor manipulative skills

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Reaches, grasps, and releases objects</b> <ul style="list-style-type: none"> <li>Reaches for object</li> <li>Pushes ball</li> <li>Drops objects</li> <li>Grasps a rolled ball or other object with two hands</li> <li>Bats or swipes at a toy</li> </ul>		<b>Manipulates balls or similar objects with stiff body movements</b> <ul style="list-style-type: none"> <li>Carries a large ball while moving</li> <li>Flings a beanbag</li> <li>Throws a ball or other object by pushing it with both hands</li> <li>Catches a large, bounced ball against body with straight arms</li> <li>Kicks a stationary ball</li> </ul>		<b>Manipulates balls or similar objects with flexible body movements</b> <ul style="list-style-type: none"> <li>Throws a ball or other object</li> <li>Traps thrown ball against body</li> <li>Tosses beanbag into basket</li> <li>Strikes a balloon with large paddle</li> <li>Kicks ball forward by stepping or running up to it</li> </ul>		<b>Manipulates balls or similar objects with a full range of motion</b> <ul style="list-style-type: none"> <li>Steps forward to throw ball and follows through</li> <li>Catches large ball with both hands</li> <li>Strikes stationary ball</li> <li>Bounces and catches ball</li> <li>Kicks moving ball while running</li> </ul>		<b>Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy</b> <ul style="list-style-type: none"> <li>Catches ball at different levels and places around the body</li> <li>Watches ball, reaches for it, and pulls it in to complete catch</li> <li>Kicks for accuracy at target with varying degrees of force</li> <li>Throws at moving target, e.g., partner</li> <li>Throws and catches ball over net with partner</li> <li>Keeps eyes on ball, watching it into the hands</li> </ul>		<b>Manipulates balls or similar objects with accuracy, fluidity, and control</b> <ul style="list-style-type: none"> <li>Contacts ball with foot directly behind center while dribbling around cones</li> <li>Kicks ball back and forth with partner while traveling</li> <li>Punts (drop kicks) ball below center to send it upward and forward, watching ball until it contacts foot</li> <li>Strikes beach ball to partner over low net using hand</li> <li>Dribbles ball continuously, switching hands</li> <li>Dribbles while traveling and looking up</li> </ul>		<b>Manipulates and controls balls or similar objects with rackets, paddles, bats, and other long-handled implements, e.g., golf club, hockey stick, lacrosse stick</b> <ul style="list-style-type: none"> <li>Strikes ball with paddle, controlling the ball's direction, force, and pathway</li> <li>Tosses ball to self and strikes it with bat</li> <li>While traveling, stops and controls ball with hockey stick</li> <li>Uses sidearm swinging motion to strike ball forehand or backhand</li> </ul>	

## Objective 7 Demonstrates fine-motor strength and coordination

### a. Uses fingers and hands

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			<b>Reaches for, touches, and holds objects purposefully</b> <ul style="list-style-type: none"><li>Bats or swipes at a toy</li><li>Transfers objects from one hand to another</li><li>Releases objects voluntarily</li><li>Rakes and scoops objects to pick them up</li><li>Picks up food with fingers and puts in mouth</li><li>Bangs two blocks together</li><li>Crumples paper</li></ul>		<b>Uses fingers and whole-arm movements to manipulate and explore objects</b> <ul style="list-style-type: none"><li>Places shape in shape sorter</li><li>Points at objects and pokes bubbles</li><li>Releases objects into containers</li><li>Uses spoon and sometimes fork to feed self</li><li>Dumps sand into containers</li><li>Unbuttons large buttons</li><li>Rotates knobs</li><li>Tears paper</li></ul>		<b>Uses refined wrist and finger movements</b> <ul style="list-style-type: none"><li>Squeezes and releases tongs, turkey baster, squirt toy</li><li>Snips with scissors</li><li>Strings large beads</li><li>Pours water into containers</li><li>Pounds, pokes, squeezes, rolls clay</li><li>Buttons, zips, buckles, laces</li><li>Uses hand motions for "Itsy Bitsy Spider"</li><li>Turns knobs to open doors</li><li>Uses eating utensils</li><li>Sews lacing cards</li><li>Cuts along straight line</li></ul>		<b>Uses small, precise finger and hand movements</b> <ul style="list-style-type: none"><li>Uses correct scissors grip</li><li>Attempts to tie shoes</li><li>Pushes specific keys on a keyboard</li><li>Arranges small pegs in pegboard</li><li>Strings small beads</li><li>Cuts out simple pictures and shapes, using other hand to move paper</li><li>Cuts food</li><li>Builds a structure using small plastic building bricks</li></ul>		<b>Uses smooth finger and hand movements</b> <ul style="list-style-type: none"><li>Stays within the lines while following a maze</li><li>Outlines/traces shapes using smooth, even strokes</li><li>Pours liquid during science experiment into small opening without spilling</li></ul>		<b>Manipulates grade-appropriate tools and intricate materials with control and precision</b> <ul style="list-style-type: none"><li>Cuts complex pictures and shapes, leaving edges smooth</li><li>Folds paper to make an origami creature</li><li>Uses tiny pieces to make a detailed miniature world for a social studies project</li><li>Uses keyboarding skills to compose a short story on the computer</li></ul>	

### b. Uses writing and drawing tools

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
			Grasps drawing and writing tools, jabbing at paper		Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks		Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end		Uses three-point finger grip and efficient hand placement when writing and drawing		Demonstrates control and appropriate pressure when using writing and drawing tools; writes legibly		Moves writing or drawing utensils fluidly across the page with increasing speed and accuracy; produces letters and number symbols having accurate formation, size, proportion, slant, and spacing; may use cursive writing	



# Objective 8 Listens to and understands increasingly complex language

## a. Comprehends language

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Shows an interest in the speech of others</b> <ul style="list-style-type: none"><li>• Turns head toward people who are talking</li><li>• Recognizes familiar voice before the adult enters the room</li><li>• Looks at favorite toy when adult labels and points to it</li><li>• Responds to own name</li></ul>		<b>Identifies familiar people, animals, and objects when prompted</b> <ul style="list-style-type: none"><li>• Picks up cup when asked, "Where's your cup?"</li><li>• Goes to sink when told to wash hands</li><li>• Touches body parts while singing "Head, Shoulders, Knees, and Toes"</li></ul>		<b>Responds appropriately to specific vocabulary and simple statements, questions, and stories</b> <ul style="list-style-type: none"><li>• Finds his favorite illustration in a storybook when asked</li><li>• Listens to friend tell about cut finger and then goes to the Dramatic Play area to get a Band-Aid"</li><li>• Responds using gestures to compare the sizes of the three leaves</li></ul>		<b>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</b> <ul style="list-style-type: none"><li>• Answers appropriately when asked, "How do you think the car would move if it had square wheels?"</li><li>• Builds on classmates' ideas about how to fix a broken wagon and asks questions in order to better understand plans</li><li>• Acts out the life cycle of a butterfly after the teacher reads a story about it and demonstrates <i>sip</i>, <i>drink</i>, and <i>slurp</i> to show how a butterfly eats</li><li>• Plays a "hot, cold" game by giving and following directions with the words <i>hot</i> and <i>cold</i></li></ul>		<b>Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</b> <ul style="list-style-type: none"><li>• Watches a webcast of a famous speech and then asks questions about the content during class discussion</li><li>• Listens to a classmate describe a fossil he found; asks and answers questions about the fossil in a follow-up conversation</li><li>• Listens to another child explain why she used so many colors in her painting and says to the art teacher, "This one has so many colors. Mine looks kind of plain, but I can add some more paint to make it look exciting."</li></ul>		<b>Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</b> <ul style="list-style-type: none"><li>• Following a discussion of the weather, writes a story with a classmate, and says, "Since it's a sunny day, we should write that the sun is <i>dazzling</i>."</li><li>• Listens to a tour guide explain a mural on a city building and asks questions about some of the images and the issues they represent; later, shares the ideas in the mural with a peer</li></ul>		<b>Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might</i>, <i>must</i>, <i>will</i>)</b> <ul style="list-style-type: none"><li>• After watching a video, answers questions concerning the main idea about how robots are used and offers supporting details; asks questions about robots during discussion and elaborates on others' understanding of the topic</li><li>• When listening to a classmate read, comments that the phrase <i>had a ball</i> means they had a great time</li><li>• After listening to the teacher read a mystery, says, "I suspected the mailman committed the crime, but Luis believed it was the lifeguard."</li></ul>	

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

**b. Follows directions**[illegible]

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

**a. Uses an expanding expressive vocabulary**

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Vocalizes and gestures to communicate</b> <ul style="list-style-type: none"> <li>Coos and squeals when happy</li> <li>Cries after trying several times to get toy just out of reach</li> <li>Waves hands in front of face to push away spoon during a feeding</li> <li>Uses hand gestures to sign or indicate "more"</li> </ul>		<b>Names familiar people, animals, and objects</b> <ul style="list-style-type: none"> <li>Says, "Nana," when grandmother comes into the room</li> <li>Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm</li> </ul>		<b>Describes and tells the use of many familiar items</b> <ul style="list-style-type: none"> <li>When making pancakes, says, "Here is the beater. Let me beat the egg with it."</li> <li>Responds, "We used the big, red umbrella so we both could get under it."</li> </ul>		<b>Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</b> <ul style="list-style-type: none"> <li>Uses a communication device to say, "My bird went to the vet. He has a disease. He's losing his feathers." Answers more questions about the bird when asked</li> <li>After hearing the word in a story, says, "I'm not sure I can put it together. It's complicated. What do you think?"</li> <li>When waiting in line during a jump rope activity, says, "That's funny. We're waiting for our turn to turn the rope."</li> </ul>		<b>Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</b> <ul style="list-style-type: none"> <li>Describes to the teacher how to play the game he learned in speech class earlier that day</li> <li>Takes a new student to the listening center and shows him how to use the equipment; explains the procedure for signing in</li> </ul>		<b>Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</b> <ul style="list-style-type: none"> <li>Changes the sentence from "The cat was sleeping" to "The gigantic, orange cat was lazily sleeping on the windowsill."</li> <li>When recounting an event, includes details that help the listener visualize the experience</li> </ul>		<b>Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</b> <ul style="list-style-type: none"> <li>Says, "I went to my sister's dance recital. She was really nervous, so I gave her lots of encouragement."</li> <li>Gives a persuasive speech about the arts in school after reading a news story that presented two sides of the argument</li> <li>Writes a poem, and then uses a thesaurus to revise word choice and enhance meaning</li> </ul>	

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

**b. Speaks clearly**[illegible]

## Objective 9 Uses language to express thoughts and needs

### c. Uses conventional grammar

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<p><b>Uses one- or two-word sentences or phrases</b></p> <ul style="list-style-type: none"><li>Asks, "More?"</li><li>Says, "Daddy go."</li><li>Uses one word, "Juice," to mean, "I want some juice."</li></ul>		<p><b>Uses three- to four-word sentences; may omit some words or use some words incorrectly</b></p> <ul style="list-style-type: none"><li>Says, "Bed no go."</li><li>Says, "Daddy goed to work."</li><li>Responds, "I want banana," when asked what she wants for snack</li></ul>		<p><b>Uses complete, four- to six-word sentences</b></p> <ul style="list-style-type: none"><li>Says, "I chose two books."</li><li>Says, "We are going to the zoo."</li><li>Says, "Momma came and we went home."</li></ul>		<p><b>Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</b></p> <ul style="list-style-type: none"><li>During class discussion about an upcoming field trip, says, "We are going to the zoo to see the animals. We'll learn where they live and what they eat."</li><li>Notifies when sentences do not make sense; tries to correct them</li></ul>		<p><b>Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>), articles (e.g., <i>a</i>, <i>an</i>, <i>the</i>), and demonstratives (e.g., <i>this</i>, <i>these</i>, <i>that</i>); identifies root words in frequently occurring forms</b></p> <ul style="list-style-type: none"><li>Draws a picture and says, "This is what my bike looks like. My sister Julia and I ride our bikes after school every day. Julia's bike is red with blue stripes! My brother only rides his sometimes because he plays baseball, too."</li><li>Demonstrates an action word and gives the past, present, and future tense when prompted</li><li>When prompted, circles the root word in <i>baked</i>, <i>trying</i>, and <i>sees</i></li></ul>		<p><b>Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</b></p> <ul style="list-style-type: none"><li>Says, "I told the dentist that I floss and brush my teeth by myself very carefully. She let me choose a bunch of pretty stickers from the sticker bin."</li><li>Cuts and separates the words from a sentence strip and creates a new sentence</li></ul>		<p><b>Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English</b></p> <ul style="list-style-type: none"><li>Says, "I like the water fountain in the cafeteria. It has really cold water. The other fountains at school aren't as good."</li><li>Says, "I'm so much taller than my younger sister. It makes sense, though, since she's had the least amount of time to grow."</li><li>When given the verb <i>sing</i>, is able to produce the phrases, "I sing," "I sang," and "I sung."</li><li>Says, "When I wrote a letter to Louis Sachar, I started with, 'Dear Mr. Sachar,' but if I'm walking up to someone, I just say, 'Hello.'"</li></ul>	

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

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

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<p><b>Makes simple statements about recent events and familiar people and objects that are not present</b></p> <ul style="list-style-type: none"> <li>Says, "Got shoes."</li> <li>Hears helicopter, stops and says, "copter."</li> <li>Tells, "Gran lives far away."</li> </ul>		<p><b>Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</b></p> <ul style="list-style-type: none"> <li>Dictates a simple story with few connections between characters and events</li> <li>Says, "I've got new shoes. I went to the shoe store."</li> </ul>		<p><b>Tells stories about other times and places that have a logical order and that include major details</b></p> <ul style="list-style-type: none"> <li>Tells about past experiences, reporting the major events in a logical sequence</li> <li>Says, "I went to the shoe store with Gran. I got two pairs of new shoes."</li> </ul>		<p><b>Tells elaborate stories that refer to other times and places</b></p> <ul style="list-style-type: none"> <li>Dictates an elaborate story of a recent visit to the bakery, including details of who, what, when, why, and how</li> <li>Tells many details as he acts out a recent trip to the shoe store</li> </ul>		<p><b>Tells stories with clear sequence of events, including a climax and resolution</b></p> <ul style="list-style-type: none"> <li>Tells teacher about a bird's nest and eggs found at home in an outdoor bucket; includes details about how the nest was found, what happened when the mother bird returned, and how her family moved the bucket to keep the birds safe</li> <li>When recalling a football game, gives details about first- and second-half scores as well as events that took place late in the game</li> </ul>		<p><b>Accurately and thoroughly retells previously heard stories or information</b></p> <ul style="list-style-type: none"> <li>After hearing a storyteller on a field trip, retells the story to a younger sibling with accuracy</li> <li>Listens to a webcast of Robert Munsch telling a story from his childhood, and then shares the story including humorous elements</li> </ul>	

**Objective 10** Uses appropriate conversational and other communication skills

### a. Engages in conversations

[illegible]

**b. Uses social rules of language**

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## Objective 11 Demonstrates positive approaches to learning

### a. Attends and engages

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Pays attention to sights and sounds</b> <ul style="list-style-type: none"><li>• Watches the teacher walk across the room</li><li>• Turns head toward sound of mother's voice</li></ul>		<b>Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</b> <ul style="list-style-type: none"><li>• Takes small blocks from adult and continues to drop them into a container</li><li>• Continues ring stacking when the teacher says, "You're putting the biggest ones on first."</li><li>• Continues the play about going to a restaurant after the teacher offers a menu</li></ul>		<b>Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</b> <ul style="list-style-type: none"><li>• Makes relevant contributions to group discussion about class pet</li><li>• Focuses on making a sign for a building while others are rolling cars down a ramp nearby</li></ul>		<b>Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions</b> <ul style="list-style-type: none"><li>• Returns to block construction over several days, adding new features each time</li><li>• Pauses to join in problem-solving discussion at adult's request, then returns to art project</li></ul>		<b>Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort</b> <ul style="list-style-type: none"><li>• Concentrates to sound out unknown words</li><li>• Notices the loud construction work outside but focuses attention back to the task at hand when reminded by the teacher</li></ul>		<b>Concentrates on tasks for extended periods but may become restless, especially during activities viewed as less interesting; repeatedly practices activities thought to be enjoyable</b> <ul style="list-style-type: none"><li>• Focuses attention as classmates read aloud</li><li>• Attends at the beginning of the school program, but begins to wiggle as the program becomes less interesting</li><li>• Plays a long board game until its conclusion</li><li>• Practices playing kickball in order to improve skills</li></ul>		<b>Directs attention based on previous performance and concentrates on activities that require additional study</b> <ul style="list-style-type: none"><li>• Looks up unfamiliar words that require more information for understanding</li><li>• Begins doing math work first because that is the most difficult for him</li><li>• Systematically scans reading material looking for key words</li></ul>	

## Objective 11 Demonstrates positive approaches to learning

### b. Persists

[illegible]

## Objective 11 Demonstrates positive approaches to learning

### c. Solves problems

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
	<b>Reacts to a problem; seeks to achieve a specific goal</b> <ul style="list-style-type: none"><li>• Grunts when cube gets stuck in shape sorter</li><li>• Reaches for a toy that is just out of reach</li><li>• Blows on warm cereal after seeing someone blow on cereal</li></ul>		<b>Observes and imitates how other people solve problems; asks for a solution and uses it</b> <ul style="list-style-type: none"><li>• Seeks help opening a stuck cap; pulls one end as teacher pulls the other</li><li>• Asks another child to hold his cup while he pours milk</li></ul>		<b>Solves problems without having to try every possibility</b> <ul style="list-style-type: none"><li>• Looks at an assortment of pegs and selects the size that will fit in the hole</li><li>• Tells another child, "Put the big block down first, or the tower will fall down."</li></ul>		<b>Thinks problems through, considering several possibilities and analyzing results</b> <ul style="list-style-type: none"><li>• Considers new information before trying a strategy: "If I put this box on top, I can see if they are the same size."</li><li>• Thinks about a book character's problem and suggests solutions</li><li>• Thinks of different ways to hang a paper chain in the doorway and then tries the best idea</li></ul>		<b>Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers</b> <ul style="list-style-type: none"><li>• Uses a board as a lever to lift a heavy object</li><li>• Makes a reasonable estimate of the answer to a math problem, thinks aloud, and then works backward to obtain the correct answer</li><li>• Repeats an experiment several times to see if the results are the same</li></ul>		<b>Plans, considers various alternatives, and combines skills and strategies needed to solve problems</b> <ul style="list-style-type: none"><li>• Makes alphabet tabs to help organize the books so they are easier to locate</li><li>• Thinks through the process and then makes a list of the steps needed to conduct the experiment</li><li>• Bargains and trades cards with a friend to get the ones needed for a collection</li></ul>		

## Objective 11 Demonstrates positive approaches to learning

### d. Shows curiosity and motivation

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<b>Uses senses to explore the immediate environment</b> <ul style="list-style-type: none"> <li>• Turns in direction of a sound</li> <li>• Moves closer to touch an object</li> <li>• Shakes or bangs a toy to make it work</li> </ul>		<b>Explores and investigates ways to make something happen</b> <ul style="list-style-type: none"> <li>• Enjoys taking things apart</li> <li>• Turns faucet on and off</li> <li>• Tilts a ramp to find out if a car will go down faster</li> </ul>		<b>Shows eagerness to learn about a variety of topics and ideas</b> <ul style="list-style-type: none"> <li>• Seeks answers to questions about the storm</li> <li>• Shows interest in learning how the firefighter's clothes protect him</li> </ul>		<b>Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</b> <ul style="list-style-type: none"> <li>• Locates informational book on insects to identify butterfly seen outside</li> <li>• Asks visiting musician clarifying questions about her instrument</li> <li>• Explores a number of Mercer Mayer books; works with others to write opinions about the books</li> </ul>		<b>Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</b> <ul style="list-style-type: none"> <li>• Shows excitement when the silkworms arrive and eagerly observes and documents changes over time</li> <li>• Requests that the music teacher help the class learn a new dance</li> <li>• Asks <i>What would happen if...?</i> questions when listening to an expert speak about nutrition</li> </ul>		<b>Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</b> <ul style="list-style-type: none"> <li>• Makes observational drawings of different cloud formations seen while on the play yard</li> <li>• Asks questions, looks for books in library, and seeks information from other sources after a family from Iceland moves in next door</li> <li>• Contributes to group writing project about the Amazon rainforest after reading multiple books on the subject</li> </ul>		<b>Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</b> <ul style="list-style-type: none"> <li>• Spends time taking apart discarded objects to see what is inside and how they work</li> <li>• Plans a research project after watching a video about how a potter creates his pottery and reading a book about Native American pottery</li> <li>• Participates in discussion about local volunteer opportunities after researching a community service project that distributes coats during winter</li> </ul>		

## Objective 11 Demonstrates positive approaches to learning

**e. Shows flexibility and inventiveness in thinking**

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			<b>Imitates others in new and/or unanticipated ways</b> <ul style="list-style-type: none"> <li>• Notices another child reach a toy with the broom handle; then tries</li> <li>• Imitates a friend, putting a basket on head to use as a hat</li> </ul>		<b>Uses creativity and imagination during play and routine tasks</b> <ul style="list-style-type: none"> <li>• Strings wooden beads into a necklace as part of dramatic play</li> <li>• Uses a table, sheets, and towels to build a tent</li> </ul>		<b>Changes plans if a better idea is thought of or proposed</b> <ul style="list-style-type: none"> <li>• Accepts idea to use tape instead of glue to fix the tear</li> <li>• Suggests building on a hard surface when structure keeps falling down</li> </ul>		<b>Thinks through possible long-term solutions and takes on more abstract challenges</b> <ul style="list-style-type: none"> <li>• Offers ideas about how to make the Block area larger for building</li> <li>• Creates board game; thinks of how to play it from start to finish</li> </ul>		<b>Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules</b> <ul style="list-style-type: none"> <li>• Begins with one art medium and then combines several different media to create a unique product</li> <li>• Participates in a movement activity mirroring the leader rather than using the correct (left/right) hand</li> </ul>		<b>Accepts last-minute changes and requires less detailed instructions; experiments with invention</b> <ul style="list-style-type: none"> <li>• Assumes additional responsibility easily when a group member suddenly cannot complete his part of the project</li> <li>• Looks at basic instructions on how to put together the airplane and completes it without help</li> <li>• Experiments with different materials outdoors and "invents" a new type of snowshoe</li> </ul>		<b>Reverses thoughts mentally; understands directional perspectives other than his or her own</b> <ul style="list-style-type: none"> <li>• When solving a fraction problem, reverses mentally from the whole to parts and back to the whole</li> <li>• Gives accurate left/right directions to another child using the viewpoint of the other child</li> </ul>	

## Objective 12 Remembers and connects experiences

### a. Recognizes and recalls

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</b> <ul style="list-style-type: none"><li>Looks for food dropped from high chair</li><li>Uncovers bear after adult covers it with a blanket</li><li>Says or signs names of common objects when sees them</li></ul>		<b>Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view</b> <ul style="list-style-type: none"><li>Looks for horse used a few months ago in bin of toy animals</li><li>Identifies one or two objects taken away while playing "What's Missing?"</li><li>Shows fear of a bee after having been stung</li></ul>		<b>Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</b> <ul style="list-style-type: none"><li>Identifies four objects taken away while playing "What's Missing?"</li><li>Says, "We went to the baseball game. We sat way up high. We ate peanuts and drank lemonade. I really liked it a lot but my sister didn't."</li></ul>		<b>Uses a few deliberate strategies to remember information</b> <ul style="list-style-type: none"><li>Creates an observational drawing of a fire truck and then refers to it later while building with blocks</li><li>Tells the teacher, "I'm putting my book in my backpack so I'll remember to take it home."</li></ul>		<b>Begins to use rehearsal strategies, but may need adult prompts/cues; is able to describe details of people, places, things, and events from memory</b> <ul style="list-style-type: none"><li>Repeats the message to the principal over and over after the teacher says, "You may repeat it quietly to yourself while you walk down the hall."</li><li>Outlines the shape of the word as he says the word</li><li>When talking about a nearby community center, includes details about the people who work there, the games they play, and the books and toys that are available</li></ul>		<b>Uses rehearsal strategies spontaneously to remember information; uses awareness of routines to think ahead; remembers about five pieces of information at a time</b> <ul style="list-style-type: none"><li>Spells the words over and over until she has them memorized to use later as she writes her story</li><li>Tells the group, "We need to be finished with our project before lunch because the Spanish teacher comes today and we won't have time in the afternoon to finish."</li><li>Follows directions for a simple five-step science experiment</li><li>Retells a Tomi DePaola story including relevant and descriptive details but omitting unnecessary parts of the story</li></ul>		<b>Begins to use semantic grouping strategies to help remember, but may need adult cues or instruction on how to be efficient; recognizes inconsistencies and incompleteness of information</b> <ul style="list-style-type: none"><li>Tells his friend, "This is something we'll need to remember later to finish our work. I'll write it down where we have things about mammals."</li><li>After reading science text, groups new words into previously known categories to help remember meanings</li><li>States, "This paragraph doesn't make sense. They left out what the people eat and how they get and prepare their food!"</li><li>Reads a book about the Iditarod and determines which information to include in an oral report on the subject</li></ul>	

## Objective 12 Remembers and connects experiences

### b. Makes connections

[illegible]

### Objective 13 Uses classification skills

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<b>Matches similar objects</b> <ul style="list-style-type: none"><li>• Puts one sock with another sock</li><li>• Gathers all the vehicles from a shelf</li><li>• Picks out and eats only the animal crackers</li><li>• Puts only blue pegs in pegboard; leaves red and yellow pegs to the side</li></ul>		<b>Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</b> <ul style="list-style-type: none"><li>• Puts all the red beads together and all the blue beads together</li><li>• Pulls out all the trucks from the vehicle bin</li><li>• Identifies fabric pieces as being scratchy or soft</li><li>• Puts pictures into piles of babies, older children, and grown-ups</li></ul>		<b>Groups objects by one characteristic; then regroup them using a different characteristic and indicates the reason</b> <ul style="list-style-type: none"><li>• Says, "These buttons are blue, and these are red"; then re-sorts buttons into big and little</li><li>• Points to groups of animals and says, "These are zoo animals because they live at the zoo"; then sorts the zoo animals into those with stripes and those without stripes</li></ul>		<b>Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons</b> <ul style="list-style-type: none"><li>• Organizes a sticker collection into groups and subgroups and explains why and how; then creates a new grouping when the teacher makes a suggestion</li><li>• Creates four piles of shapes; big red triangles, small red triangles, big blue triangles, small blue triangles. Switches when asked to form two groups of all the big and small triangles</li></ul>		<b>Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations</b> <ul style="list-style-type: none"><li>• Before putting the art tools away, sorts them into different categories based on their function</li><li>• Defines <i>market</i> as a place where people go to buy things such as food or clothes.</li><li>• When asked to create sorting rule for list of spelling words, creates two lists: words that end in <i>ack</i> and words that end in <i>ick</i></li></ul>		<b>Forms simple hierarchical classifications</b> <ul style="list-style-type: none"><li>• Completes a hierarchical classification chart of Mammals: Zoo Animals (Large and Small) and Farm Animals (Large and Small) by placing animal pictures in the appropriate categories and subcategories or by writing animal names in the appropriate categories and subcategories</li><li>• Arranges sports trading cards into the global category based on type of sport (baseball and football) and then into subcategories (position played in each sport)</li></ul>	
									</				



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

### a. Thinks symbolically

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<b>Recognizes people, objects, and animals in pictures or photographs</b> <ul style="list-style-type: none"> <li>Touches the cow in the illustration when an adult reads, "And the cow jumped...."</li> <li>Points to photograph and says, "Mommy."</li> <li>Identifies a duck in a variety of different photos and illustrations</li> </ul>		<b>Draws or constructs, and then identifies what it is</b> <ul style="list-style-type: none"> <li>Draws various shapes and says, "This is my house."</li> <li>Glues red yarn on paper and says, "I made spaghetti."</li> </ul>		<b>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</b> <ul style="list-style-type: none"> <li>Sees a dump truck outside and plans how to draw it</li> <li>Says, "Let's pretend to be seeds growing like in the book."</li> </ul>		<b>Represents objects, places, and ideas with increasingly abstract symbols</b> <ul style="list-style-type: none"> <li>Makes tally marks</li> <li>Makes and interprets graphs with teacher's help</li> <li>Attempts to write words to label a picture</li> </ul>		<b>Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference</b> <ul style="list-style-type: none"> <li>Makes detailed drawings, writings, and notations, and engages in complex discussions reflecting on a trip to the computer store</li> <li>Solves a math problem several different ways (pictures, numbers, written sentences)</li> <li>Asks questions and then explains her thinking back to the teacher</li> <li>Solves a simple word problem comparing two amounts without relying on manipulatives</li> </ul>		<b>Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work</b> <ul style="list-style-type: none"> <li>Reasons that if one object (A) weighs more than a second object (B), and B weighs more than a third object (C), then A must weigh more than C</li> <li>Mentally organizes symbolic concepts (e.g., thirty-seven, 37, 37 pounds, 37 years of age, 37 points scored, the 37<sup>th</sup> in line)</li> <li>Uses simple map icons to locate and represent landmarks and/or people (e.g., airplane shape for airport, open circle for cities, colored lines for rivers)</li> </ul>	

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

**b. Engages in sociodramatic play**

	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			<b>Imitates actions of others during play; uses real objects as props</b> <ul style="list-style-type: none"> <li>Holds a toy phone to ear</li> <li>Wraps a blanket around a doll and then rocks it</li> </ul>		<b>Acts out familiar or imaginary scenarios; may use props to stand for something else</b> <ul style="list-style-type: none"> <li>Puts beads in a muffin tin, places tin in oven, and asks, "Who wants some cupcakes?"</li> <li>Uses a short rope as a fire hose</li> <li>Pretends to be the birthday boy at the party and blows out the candles on the pegboard "cake" after others sing "Happy Birthday"</li> </ul>		<b>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> <ul style="list-style-type: none"> <li>Pretends to be the bus driver, and tells the other children, "You can be the passengers. Give me your tickets, and I will give you change."</li> </ul>		<b>Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days</b> <ul style="list-style-type: none"> <li>Joins in elaborate play about taking a dog to the veterinarian, assigning roles, switching roles, creating props, and returning to the play day after day</li> </ul>		<b>Creates rich dialogue, props, costumes, scenery, and sound effects to support role-play</b> <ul style="list-style-type: none"> <li>Role-plays characters who have moral dilemmas and story lines with organized plots</li> <li>Creates masks, scenery, and sound effects that convey an ominous feeling to use during an enactment of <i>Jack and the Beanstalk</i></li> </ul>		<b>Composes a complex play and uses body, voice, and/or technology to communicate characters' personal thoughts, feelings, actions, and sounds; uses symbolic play themes or props to create games with rules</b> <ul style="list-style-type: none"> <li>Records thunder, drum beats, and clapping to use as sound effects in a dramatization</li> <li>Evolves playing "store" into playing a "money bags" game with mutually agreed upon rules</li> </ul>		<b>Acts out real-life (including social issues) and fanciful scenarios through improvised and planned dramatic play and performances; manages and directs play during student-created dramatizations</b> <ul style="list-style-type: none"> <li>Creates and directs a performance (skit, puppet show, or story dramatization with make-up and disguise) for the kindergarten class</li> <li>Improvises a pantomime skit and asks friends to describe what it is about</li> </ul>	

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

### a. Notices and discriminates rhyme

	Not Yet	1	2	3	4	5	6	7	8	9	10	11
			<b>Joins in rhyming songs and games</b> <ul style="list-style-type: none"> <li>Hums along and joins in random words in rhyme</li> <li>Sings with a group, "One, two, buckle my shoe..."</li> </ul>		<b>Fills in the missing rhyming word; generates rhyming words spontaneously</b> <ul style="list-style-type: none"> <li>Completes the rhyme in the phrase, "The fat cat sat on the ____ (mat)."</li> <li>Chants spontaneously, "Me, fee, kee, tee, lee, bee."</li> </ul>		<b>Decides whether two words rhyme</b> <ul style="list-style-type: none"> <li>"Do bear and chair rhyme? What about bear and goat?"</li> <li>Matches rhyming picture cards</li> </ul>		<b>Generates a group of rhyming words when given a word</b> <ul style="list-style-type: none"> <li>Says, "Bat, sat, lat," when asked, "What words rhyme with cat?"</li> </ul>		<b>Generates rhyming words without a prompt word; identifies rhyming words in written text; uses rhyme to decode text</b> <ul style="list-style-type: none"> <li>Makes the word bat with the plastic alphabet letters and then changes the first letter to create the words cat, hat, mat; reads each one and says, "I made a lot of rhyming words."</li> <li>Identifies all the rhyming words after reading a simple story told in rhyme</li> </ul>	

**b. Notices and discriminates alliteration**

	Not Yet	1	2	3	4	5	6	7	8	9
			<b>Sings songs and recites rhymes and refrains with repeating initial sounds</b> <ul style="list-style-type: none"> <li>Sings, "I'm bringing home a baby bumble bee..."</li> </ul>		<b>Shows awareness that some words begin the same way</b> <ul style="list-style-type: none"> <li>Says, "Max and Maya...our names start the same!"</li> </ul>		<b>Matches beginning sounds of some words</b> <ul style="list-style-type: none"> <li>Groups objects or pictures that begin with the same sound</li> <li>Picks up a toy bear when asked, "What begins the same way as box, baby, and bike?"</li> </ul>		<b>Isolates and identifies the beginning sound of a word</b> <ul style="list-style-type: none"> <li>Says, "/m-m-/", "when asked "What is the first sound of the word milk?"</li> <li>Responds, "/t/, "after being asked, "What's the beginning sound of toy, toe, and teeth?"</li> </ul>	

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

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

[illegible]

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

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

[illegible]

**Objective 16** Demonstrates knowledge of the alphabet

**a. Identifies and names letters**

[illegible]

**b. Identifies letter–sound correspondences**

[illegible]

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

### a. Uses and appreciates books and other texts

[illegible]

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

**b. Uses print concepts**

Not Yet	1	2	3	4	5	6	7	8	9	10	11
		<b>Shows understanding that text is meaningful and can be read</b> <ul style="list-style-type: none"> <li>Points to the words on the sign by the fish bowl and says, "Just one pinch!"</li> </ul>	<b>Indicates where to start reading and the direction to follow</b> <ul style="list-style-type: none"> <li>Points to beginning of text on the page when pretending to read and moves finger left to right as she continues down the page</li> </ul>	<b>Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</b> <ul style="list-style-type: none"> <li>Points to the word <i>hippopotamus</i> and says, "That's a long word."</li> <li>Says, "That means stop reading," as he points to a period at the end of a sentence</li> </ul>				<b>Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line</b> <ul style="list-style-type: none"> <li>Touches each word on the page while reciting the words from <i>Brown Bear, Brown Bear, What Do You See?</i></li> <li>Picks up finger and returns it to the beginning of the next line when pretend reading</li> </ul>		<b>Distinguishes features of a sentence, including capitalization and punctuation</b> <ul style="list-style-type: none"> <li>Says, "I think there are four sentences in this passage because I see four periods."</li> <li>Reminds friend to look at the ending punctuation to know whether it stops, shows excitement, or asks a question</li> </ul>	



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

### a. Interacts during reading experiences, book conversations, and text reflections

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Contributes particular language from the book at the appropriate time</b> <ul style="list-style-type: none"> <li>Says, "You're not big enough," when teacher pauses in <i>The Grouchy Ladybug</i></li> </ul>		<b>Asks and answers questions about the text; refers to pictures</b> <ul style="list-style-type: none"> <li>Responds, "He was mad. He threw his hat down."</li> </ul>		<b>Identifies story-related problems, events, and resolutions during conversations with an adult</b> <ul style="list-style-type: none"> <li>When prompted, says, "George got put in jail. He ran out the open door and got out."</li> </ul>		<b>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</b> <ul style="list-style-type: none"> <li>Shares the illustration of Camilla looking like a pill from <i>A Bad Case of Stripes</i> and talks about what happened and why it's funny</li> <li>Says to a friend, "In this book, Olivia needs help, but in the other book, she's helping someone else."</li> <li>Says, "I think the author drew the illustrations using bright colors because he's describing spring, when flowers bloom and the grass turns green."</li> <li>After reading a new version of <i>The Three Little Pigs</i>, makes props and retells the story incorporating the major details and differences between the new and older versions</li> </ul>		<b>Uses print and illustrations in first-grade-level texts to describe individuals, events, ideas, narration, connections, and information</b> <ul style="list-style-type: none"> <li>Says, "I like roller coasters, so I'm like Junie in the book, not like her brother, who's afraid of roller coasters."</li> <li>Says, "The chart on page 10 shows us why it's good to recycle at school."</li> <li>Says, "The author likes winter time even though it is very cold. She says building a snowman is fun so we will like winter."</li> <li>Chooses a phrase from a poem and talks about the emotions it conveys</li> </ul>		<b>Uses second-grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</b> <ul style="list-style-type: none"> <li>During Readers' Theater, reads aloud using different voices to reflect different settings, characters, and characters' emotions</li> <li>Discusses similarities and differences between/among versions of <i>Jack and the Beanstalk</i> that were written by authors from Iceland, Egypt, and Vietnam</li> <li>After reading a science selection, contributes to group writing of a step-by-step procedure for the science experiment</li> </ul>		<b>Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</b> <ul style="list-style-type: none"> <li>Discusses information about the moon's surface, atmosphere, and key events of the astronauts obtained from a website and from a science text Presents similarities and differences, referring to specific text and photos in the two sources</li> <li>Compares the settings of two <i>Boxcar Children</i> books by saying, "This story takes place in a candy factory, and this one happens at a baseball game."</li> <li>After reading a biography of Dr. Martin Luther King, Jr., creates a timeline of his life and related historical events</li> <li>After reading a book about the rainforest, answers questions about the author's reasons for and opinions about saving the rainforest</li> </ul>	

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

**b. Uses emergent reading skills**











[illegible]

**c. Retells stories and recounts details from informational texts**











[illegible]

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

### d. Uses context clues to read and comprehend texts

	Not Yet	1	2	3	4	5	6	7	8	9
			<b>Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</b> <ul style="list-style-type: none"> <li>Looks at the illustrations before beginning reading and predicts what the passage will be about</li> <li>Notices the same phrases over and over again as she reads the repetitive text</li> <li>Reads the root word <i>big</i> in <i>bigger</i> and sounds out the rest of the word</li> </ul>		<b>Uses various strategies to make meaning when reading first-grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)</b> <ul style="list-style-type: none"> <li>Reads, "The dog <i>bigs</i> for his food," and says, "That doesn't make sense." Looks carefully and rereads, "The dog <i>begs</i> for his food." States, "Now it makes sense!"</li> <li>Asks for clarification of the word <i>hibernation</i> when reading a book about polar bears in order to understand the passage</li> <li>Says, "I think the horse will get away. I see the prefix <i>un</i> before the word <i>tied</i>. If the horse is untied, he is going to run when it storms."</li> </ul>		<b>Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</b> <ul style="list-style-type: none"> <li>Rereads the preceding several sentences to infer the meaning of a new word</li> <li>Looks at additional information in a diagram when reading a passage about different types of exercise</li> </ul>		<b>Uses various strategies to make meaning when reading third-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</b> <ul style="list-style-type: none"> <li>Records specific questions to help guide his study of the science text</li> <li>Uses a dictionary to find the meaning of the word <i>cerebral</i> after reading it in a book about the brain</li> <li>While reading a story, says, "I think this means he might get into trouble about the way he is talking" after reading, "That boy is skating on thin ice."</li> <li>Reads a sentence over to get the meaning of a word</li> </ul>	
	     									

### e. Reads fluently

	Not Yet	1	2	3	4	5	6	7	8	9
			<b>Reads and comprehends emergent reader texts and other print materials</b> <ul style="list-style-type: none"> <li>Reads part of an emergent reader text proficiently, requesting teacher help with words not understood</li> <li>Reads the names of the children in the class from the teacher's attendance roster</li> </ul>		<b>Fluently reads and comprehends first-grade-level texts</b> <ul style="list-style-type: none"> <li>Reads a simple text about sea turtles easily and with understanding on successive readings</li> <li>Reads and answers a simple word problem during math instruction</li> </ul>		<b>Fluently reads and comprehends second-grade-level texts</b> <ul style="list-style-type: none"> <li>Uses a smooth, conversational style while reading a familiar e-book to friends</li> <li>Reads a school newspaper article about the proposed new playground</li> </ul>		<b>Fluently reads and comprehends third-grade-level texts</b> <ul style="list-style-type: none"> <li>Reads a poem aloud, reflecting the mood portrayed in the selection</li> <li>Reads an informational book on inventors after independently reading a chapter storybook about the life of Thomas Edison</li> </ul>	
	     									

## Objective 19 Demonstrates writing skills

**a. Writes name**

[illegible]

## Objective 19 Demonstrates writing skills

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

[illegible]

## Objective 19 Demonstrates writing skills

### c. Writes using conventions

[illegible]

## Objective 20 Uses number concepts and operations

### a. Counts

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Verbally counts (not always in the correct order)</b> <ul style="list-style-type: none"><li>Says, "One, two, ten," as she pretends to count</li></ul>	<b>Verbally counts to 10; counts up to five objects accurately, using one number name for each object</b> <ul style="list-style-type: none"><li>Counts to 10 when playing "Hide and Seek"</li><li>Counts out four scissors and puts them at the table</li></ul>	<b>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</b> <ul style="list-style-type: none"><li>Counts to 20 while walking across room</li><li>Counts 10 plastic worms and says, "I have 10 worms."</li><li>When asked, "What comes after six?" says, "One, two, three, four, five, six, seven...seven."</li></ul>	<b>Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</b> <ul style="list-style-type: none"><li>Counts 28 steps to the cafeteria</li><li>When asked what comes after 15, says, "Sixteen. That's one larger, and 17 is one larger than 16."</li><li>When asked what comes after 16, says, "Seventeen" without beginning at one</li></ul>	<b>Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20</b> <ul style="list-style-type: none"><li>Says, "I can count to 50 really fast: 10, 20, 30, 40, 50!"</li><li>Accurately counts from 115 to 120 beginning at 115 when asked to do so</li></ul>	<b>Counts to 1,000 to determine how many; uses skip counting (2s, 5s, 10s, and 100s); begins counting at any number between 1 and 1,000; switches between skip counts</b> <ul style="list-style-type: none"><li>Counts to 1,000 by 100s: "100, 200, 300...700, 800, 900, 1,000!"</li><li>When asked to count to 200, begins counting by 2s but then changes to counting by 10s when she realizes it is taking too long</li></ul>	<b>Counts to more than 1,000 using number word patterns (e.g., tens, teens) and skip counting; uses skip counting by 2s, 4s, 5s, 6s, 10s, and 100s</b> <ul style="list-style-type: none"><li>Begins counting, "999, 1,000, 1,110, 1,120, 1,130...1,180, 1,190, 2,000."</li><li>Groups objects into sets of four and then counts them: "Four, eight, twelve, sixteen, twenty, twenty-four, twenty-eight, thirty-two..."</li></ul>							

## Objective 20 Uses number concepts and operations

### b. Quantifies

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Demonstrates understanding of the concepts of one, two, and more</b> <ul style="list-style-type: none"><li>Says, "More apple," to indicate he wants more pieces than given</li><li>Takes two crackers when prompted, "Take two crackers."</li></ul>		<b>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</b> <ul style="list-style-type: none"><li>Looks at the sand table and says instantly, without counting, "There are three children at the table."</li><li>Says, "I have four cubes. Two are red, and two are blue."</li><li>Puts three bunnies in the box with the two bears. Counts and says, "Now I have five."</li></ul>		<b>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</b> <ul style="list-style-type: none"><li>Says, "I have nine cars in a row. I only need one more to get to 10!"</li><li>Says, "I have eight big buttons, and you have eight little buttons. We have the same."</li><li>Tosses 10 puff balls at the hoop. When three land outside, says, "More went inside."</li><li>Puts two dominoes together, says, "Five dots," and counts on: "Six, seven, eight. Eight dots all together."</li></ul>		<b>Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</b> <ul style="list-style-type: none"><li>Cuts a banana in half and says to a friend, "Now, we each have a fair share because we each have the same."</li><li>Uses two-sided counters to determine different number combinations for 14</li><li>Counts the students in the circle, and says, "There were 12 of us from Mrs. Holt's class, and four more kids came. That means there are 13, 14, 15, 16 of us playing dodge ball."</li></ul>		<b>Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</b> <ul style="list-style-type: none"><li>Cuts a paper pizza into two equal parts; gives one part to a friend and says, "We have equal amounts. We each have half of the pizza."</li><li>Divides a clay length into four equal parts when asked by the teacher to make fourths. Signs, "It's three fourths" when asked what three pieces of the whole represent</li></ul>		<b>Answers how much questions about wholes partitioned into equal shares of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</b> <ul style="list-style-type: none"><li>Divides a rectangle into two rows and two columns of equal size; colors in one part when asked to represent one fourth, colors in another part to show one half</li><li>Says, "When I put these four quarter pieces together, I have one whole. Four fourths equal a whole."</li><li>Provides the correct response when the teacher shows pictures representing two thirds, two fourths, one half, etc.</li></ul>		<b>Compares fractions and explains them using physical models, pictorial representations, and number lines</b> <ul style="list-style-type: none"><li>Partitions the space on a number line from 0 to 1 into six equal parts. Puts a red dot to indicate 4/6, a green dot to indicate 2/6, and a blue dot to indicate a whole. Signs, "That's six sixths."</li><li>Given a plate divided into eighths, shows one piece for 1/8, three pieces for 3/8, and four pieces for 4/8. Then says, "Hey, these 4/8 are equal to one half because they are the same size!"</li></ul>	



## Objective 20 Uses number concepts and operations

### c. Connects numerals with their quantities

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Recognizes and names a few numerals</b> <ul style="list-style-type: none"><li>Points to the 1 when the teacher says, "Where is the numeral 1?"</li><li>Notices numerals around the room and calls some of them by name</li></ul>		<b>Identifies numerals to 5 by name and connects each to counted objects</b> <ul style="list-style-type: none"><li>Says, "Five" as she attaches five clothespins to the 5 card</li><li>Tells her friend, "That's a 3, and there are three puppies on this page."</li></ul>		<b>Identifies numerals to 10 by name and connects each to counted objects</b> <ul style="list-style-type: none"><li>Shouts, "Seven," and jumps seven times when the teacher holds up the number 7 card</li><li>Says, "I put nine buttons in the 9 box."</li></ul>		<b>Identifies numerals to 20 by name and connects each to counted objects; represents <i>how many</i> by writing one-digit numerals and some two-digit numerals</b> <ul style="list-style-type: none"><li>Says, "I drew 15 flowers to go on page 15 of our number book."</li><li>Types in the numerals 1, 8, and 3 when sets of one, eight, and three figures appear on the computer screen</li><li>Counts out 16 bears and writes 16 on its corresponding card</li></ul>		<b>Represents <i>how many</i> by writing one-, two-, and three-digit numerals to 120; uses relational symbols (&lt;, &gt;, =) to indicate relationships between whole numbers</b> <ul style="list-style-type: none"><li>Counts out 63 crayons, writes 63, and signs, "I have 63 crayons."</li><li>Writes 118 when the teacher says, "There are 118 marbles in this jar. Write the number of marbles as a numeral."</li><li>Indicates the appropriate relational symbol when the teacher writes number pairs (e.g., 3 _ 7, 4 _ 4, 95 _ 77)</li></ul>		<b>Represents <i>how many</i> by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers</b> <ul style="list-style-type: none"><li>Counts the grouped pictures on the computer screen and types 384 to indicate <i>how many</i></li><li>Writes 276 &gt; 249, 248 &gt; 100</li></ul>		<b>Represents fractional quantities as parts of a whole (a/2, a/3, a/4, a/6, a/8); uses relation symbols (&lt;, &gt;, =) to show fractional comparisons</b> <ul style="list-style-type: none"><li>Indicates 1/8 when the teacher holds up one part of a region partitioned into eight equal pieces; indicates 8/8 to represent the whole</li><li>Colors in two sixths of a paper pie and writes 2/6 to indicate the amount eaten</li><li>Looks at the number line, and says, "Two fourths is the same as one half," and then writes in words and symbols, <i>two fourths is equal to one half</i>; 2/4 = 1/2</li><li>Compares two number lines with unequal partitions and indicates that 2/6 of one is smaller than 2/4 of the other</li></ul>	

## Objective 20 Uses number concepts and operations

**d. Understands and uses place value and base ten**

[illegible]

## Objective 20 Uses number concepts and operations

### e. Applies properties of mathematical operations and relationships

Not Yet	1	2	3	4	5	6	7	8	9
		<p><b>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</b></p> <ul style="list-style-type: none"> <li>Uses counters to represent the problem, "Kalinda had six crayons. She shared two with Sam. How many crayons does Kalinda have left?"</li> <li>Draws seven flowers and then draws two more, and says, "Now I have nine. Seven plus two more equals nine."</li> <li>Plays the "Spill the Six Beans" game and records the number combinations <math>6 = 2</math> (red sides) + 4 (white sides); <math>6 = 5</math> (white sides) + 1 (red side).</li> </ul>		<p><b>Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</b></p> <ul style="list-style-type: none"> <li>Solves the problem using drawings, "Grady had three marbles and then he bought some more. Now he has 12 marbles. How many more marbles did he buy?"</li> <li>Demonstrates an understanding of the commutative property of addition by saying, "I know that <math>8 + 5 = 13</math> because <math>5 + 8 = 13</math>."</li> <li>Accurately completes the equation <math>7 + \underline{\quad} = 11</math>; checks the answer using counting chips</li> <li>Plays the "True or False?" game, accurately identifying addition and subtraction equations within 20 as true or false (e.g., <math>7 = 5 - 2</math>; <math>19 = 19</math>; <math>18 = 19 - 1</math>)</li> </ul>		<p><b>Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)</b></p> <ul style="list-style-type: none"> <li>Counts and records the number of markers at each table; adds the numbers together and then subtracts the dried-out markers from the total</li> <li>Solves the word problem, "The bookshelf is 30 inches wide. The books already on it take up 10 inches of the space. How much space is left to put other books on the shelf?"</li> <li>Makes four rows of five cubes each and writes <math>5 + 5 + 5 + 5 = 20</math> to represent the arrangement and sum of the equal addends</li> </ul>		<p><b>Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</b></p> <ul style="list-style-type: none"> <li>Solves multiplication problems using the commutative property of multiplication (<math>a \times b = b \times a</math>) and the associative property of multiplication (<math>[a \times b] \times c = a \times [b \times c]</math>)</li> <li>Correctly writes the equation for and solves the word problem, "Rudy has 20 inches of yarn. How long must he cut each piece if he gives five friends equal lengths?" (<math>20 \div 5 = n</math>)</li> <li>When shown six groups of eight stars, writes the equation <math>6 \times 8 = 48</math></li> </ul>	

## Objective 20 Uses number concepts and operations

**f. Applies number combinations and mental number strategies in mathematical operations**

[illegible]

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

### a. Understands spatial relationships

	Not Yet	1	2	3	4	5	6	7	8	9
			<b>Follows simple directions related to position (<i>in, on, under, up, down</i>)</b> <ul style="list-style-type: none"> <li>Follows teacher's directions to put the trash <i>in</i> the can</li> <li>Raises hands <i>up</i> and <i>down</i> as the song directs</li> </ul>		<b>Follows simple directions related to proximity (<i>beside, between, next to</i>)</b> <ul style="list-style-type: none"> <li>Follows teacher's direction to put the cup <i>next to</i> the plate</li> <li>Sits beside her friend when he says, "Sit <i>between</i> me and Laura."</li> </ul>		<b>Uses and responds appropriately to positional words indicating location, direction, and distance</b> <ul style="list-style-type: none"> <li>Says, "Look for the surprise <i>behind</i> the tree."</li> <li>Moves game piece <i>backward</i> when playmate gives directions</li> </ul>		<b>Uses and makes simple sketches, models, or pictorial maps to locate objects</b> <ul style="list-style-type: none"> <li>Constructs a map of the play yard using landscape toys</li> <li>Uses a map of the classroom to find the hidden treasure</li> </ul>	

## Objective 21 Explores and describes spatial relationships and shapes

### b. Understands shapes

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Matches two identical shapes</b> <ul style="list-style-type: none"> <li>• Puts a circular puzzle piece in the circular space</li> <li>• Places shapes in a shape-sorting box</li> </ul>		<b>Identifies a few basic shapes (circle, square, triangle)</b> <ul style="list-style-type: none"> <li>• Looks at a wheel and says, "A circle."</li> <li>• Names shape pieces as he puts them on a shape lotto card</li> </ul>		<b>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</b> <ul style="list-style-type: none"> <li>• Says, "It's a ball 'cause it rolls."</li> <li>• Puts hand in feely box and says, "It has three sides and three points. It's a triangle."</li> </ul>		<b>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</b> <ul style="list-style-type: none"> <li>• Says, "It's still a triangle no matter how I turn it."</li> <li>• Cuts apart a rectangle to make two squares and says, "Both of these squares have four sides."</li> </ul>		<b>Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes</b> <ul style="list-style-type: none"> <li>• Recognizes cardboard shapes in the feely bag by touch, describes their defining characteristics, and asks others to guess the shape</li> <li>• When asked to make a square, quickly puts together two right triangles</li> </ul>		<b>Uses essential attributes to label and create quadrilaterals, pentagons, hexagons, and cubes; visualizes and predicts the results of combining and taking apart two-dimensional and three-dimensional shapes</b> <ul style="list-style-type: none"> <li>• Using a geoboard, creates a "mystery shape" (pentagon) by following teacher's verbal directions; when complete, indicates the shape is a pentagon and tells why</li> <li>• Tells friend, "I think it will make a hexagon if I put these six triangles together. Let's try it and see. Hey, it works! Now let's see what shape it makes if I add six more triangles, one on each side."</li> </ul>		<b>Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions</b> <ul style="list-style-type: none"> <li>• Uses essential attributes to generate examples and non-examples of known two-dimensional shapes</li> <li>• Creates Venn diagrams that show relationships between different quadrilaterals (e.g., squares, rectangles, rhombuses); explains the classifications</li> <li>• After dividing a rectangular "farm" into three equal parts, says, "The farmer has corn planted in one third of the area of his farm. He likes potatoes the best, so he used two thirds of the area to plant potatoes."</li> </ul>	

## Objective 22 Compares and measures

### a. Measures objects

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<b>Makes simple comparisons between two objects</b> <ul style="list-style-type: none"><li>• Pours sand or water from one container to another</li><li>• Indicates which ball is bigger when shown a tennis ball and a beach ball</li></ul>		<b>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</b> <ul style="list-style-type: none"><li>• Puts blocks side by side in order of length</li><li>• Lays two short blocks on top of a long block to see if it's the same length</li><li>• Holds a dry sponge and a wet sponge and determines which weighs more</li></ul>		<b>Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</b> <ul style="list-style-type: none"><li>• Measures by using paper clips, cubes, string, hands, feet or other objects</li><li>• Measures block tower with linking cubes and says, "I made mine 15 cubes high!"</li><li>• Stands on scale while pretending to be in a doctor's office</li></ul>		<b>Uses measurement words and some standard measurement tools accurately</b> <ul style="list-style-type: none"><li>• Says, "We need two cups of flour and one cup of salt to make dough."</li><li>• Says, "If I add three more tiles to this side of the scale, they'll be the same."</li></ul>		<b>Measures length accurately and expresses the measurement in whole numbers</b> <ul style="list-style-type: none"><li>• Compares the length of several objects using cardboard strips, carefully placing them with no gaps and overlaps</li><li>• Measures using the meter stick and says, "This is 5 centimeters long."</li></ul>		<b>Measures and compares the length of two objects using standard length units</b> <ul style="list-style-type: none"><li>• Estimates that the table will fit into a space, but when she measures the space, says, "It won't fit. The table is 1 foot and 3 inches too long."</li></ul>		<b>Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</b> <ul style="list-style-type: none"><li>• Solves the problem, "If Gilberto had 12 liters of water, how many more liters would he need to buy to have 26 liters?"</li><li>• Uses centimeter grid paper to indicate a 3 by 4 and a 4 by 3 square area; multiplies and says, "The area of both is 12 units because I multiplied one length by the other length." Counts the squares and says, "See, both of them are 12."</li></ul>	

## Objective 22 Compares and measures

**b. Measures time and money**

[illegible]



## Objective 22 Compares and measures

### c. Represents and analyzes data

[illegible]

## Objective 23 Demonstrates knowledge of patterns

[illegible]

## Objective 24 Uses scientific inquiry skills

### Examples:

- observes and explores things in the environment
- reacts to changes
- manipulates objects to understand their properties
- connects new observations to what she already knows
- identifies problems, makes predictions, thinks of ways to solve problems, and tries possible solutions
- organizes information
- makes comparisons and classifies
- communicates with others about discoveries
- represents his thinking through drawing, dramatizing, graphing, or making models

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 25 Demonstrates knowledge of the characteristics of living things

### Examples:

- shows a growing ability to classify living and nonliving things
- communicates about the characteristics of living things
- demonstrates understanding that living things grow, change, and reproduce
- shows awareness of life in different environments or habitats
- groups or categorizes living things, e.g., appearance, behavior, plant, or animal
- demonstrates awareness that living things go through a growth cycle

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 26 Demonstrates knowledge of the physical properties of objects and materials

### Examples:

- examines, describes, and measures the observable features of objects
- demonstrates understanding that objects are made from one or more materials, e.g., metal, wood, plastic, or paper
- communicates that the physical properties of objects and materials can change, e.g., when solid ice becomes a liquid
- displays awareness of natural forces that affect objects and materials, e.g., wind and gravity
- explores and describes ways that objects can be moved in space, e.g., pushing, pulling, rising, or sinking
- explores properties of electricity and magnetism

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 27 Demonstrates knowledge of Earth's environment

### Examples:

- demonstrates understanding that there are different kinds of weather and that weather changes
- describes and measures weather
- communicates awareness that the environment changes, e.g., season to season, sometimes slowly and sometimes suddenly
- communicates that the Earth's surface is made of different materials, e.g., rocks, sand, dirt, and water, and each material has properties that can be described
- shows awareness that different objects can be seen in the sky
- demonstrates understanding that people can affect the environment in positive and negative ways

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 28 Uses tools and other technology to perform tasks

### Examples:

- shows understanding that different tools and technology are used in different places for different purposes, e.g., finding information, communicating, and designing
- demonstrates the appropriate use of various tools and other technology

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 29 Demonstrates knowledge about self

### Examples:

- demonstrates understanding that each person has unique characteristics, ways of communicating, and ways of solving problems
- communicates that each person is part of a family that has unique characteristics
- shows awareness that each person has basic needs that must be met to stay healthy, e.g., food, clothing, shelter

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 30 Shows basic understanding of people and how they live

### Examples:

- shows awareness that there are similarities and differences among people and families
- demonstrates understanding of the various jobs of people in the community
- shows understanding that people buy, sell, and trade to get goods and services that they do not raise, make, or find themselves
- communicates about the various means of transportation that people use to move goods and go from place to place
- shows increasing awareness that respect for others, cooperation, and fairness help us get along in communities
- demonstrates increasing understanding that there are rules in our homes, schools, and community and that each rule has a purpose
- communicates understanding that people have various rights and responsibilities

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 31 Explores change related to familiar people or places

### Examples:

- demonstrates understanding that people and things change over time
- shows that time can be measured
- communicates about time, e.g., uses words such as *yesterday, today, tomorrow, day, week, month, minute, hour*

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 32 Demonstrates simple geographic knowledge

### Examples:

- demonstrates understanding that we are surrounded by geographical features, e.g., mountain, hill, desert, lake, river, creek, bayou, and there is specific information that identifies a location, e.g., address
- communicates that we depend on people who live far away for many necessities and information
- shows increasing understanding that maps are tools with symbols that help us locate objects, find where we are, and where we are going

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 33 Explores the visual arts

### Examples:

- shows appreciation for various forms of visual art
- shows appreciation for the artwork of peers
- communicates what he sees and how it makes him feel
- uses and cares for art materials
- explores different materials, tools, and processes
- shows increasing awareness of color, line, form, texture, space, and design in her artwork or the work of others
- communicates about his artwork, e.g., what it is made of, what he was thinking, and from where the idea comes

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 34 Explores musical concepts and expression

### Examples:

- shows awareness and appreciation of different kinds of music
- expresses thoughts, feelings, and energy through music
- shows increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (the beat), tempo (speed), dynamics (changes in volume), and timbre (sound quality distinguishing one instrument or voice from another)

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 35 Explores dance and movement concepts

### Examples:

- communicates feelings and ideas through dance and movement
- demonstrates spatial awareness (*where* the body moves): location (separate or shared space); directions (up or down, forward or backward); levels (low, middle, high); and pathways (straight, curved, zigzag)
- demonstrates effort awareness (*how* the body moves): speed (fast or slow); force (strong or light); and control (bound or free)
- demonstrates relational awareness (*relationships* the body creates): with the physical self (body parts); with body shapes and size (big, small, straight); roles with other people (leading or following, mirroring, alternating); and in space (near or far, over or under, around or through)

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 36 Explores drama through actions and language

### Examples:

- shows that real-life roles can be enacted
- communicates a message or story through action and dialogue
- represents ideas through drama, e.g., pretends to be the big bad wolf
- shows appreciation of the dramatizations of others

Levels	No Evidence Yet	Emerging	Meets Program Expectation
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## Objective 37 Demonstrates progress in listening to and understanding English

1	2 Beginning	3	4 Progressing	5	6 Increasing	7	8 Advancing	9
	<p><b>Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</b></p> <ul style="list-style-type: none"> <li>Moves closer to the Dramatic Play area to watch a small group of children</li> <li>Sits across from two children who are stringing beads and talking, and begins stringing beads, too</li> <li>Watches another child hold up a cup to request milk and does the same</li> <li>Participates by doing hand movements while other children and the teacher sing in the new language</li> </ul>		<p><b>Responds to common English words and phrases when they are accompanied by gestures or other visual aids</b></p> <ul style="list-style-type: none"> <li>Joins a group in the Block area when one child motions with a hand to come, and says, "Come play."</li> <li>Goes to the sink when the teacher says it is time to brush teeth and pantomimes toothbrushing</li> <li>Nods when classmate says, "Hello."</li> <li>Sits by the teacher when she holds up a book and asks, "Would you like to read a book?"</li> </ul>		<p><b>Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</b></p> <ul style="list-style-type: none"> <li>Goes to table when teacher says, "It's lunchtime. Take your seats at the tables."</li> <li>Puts the caps on the markers and then puts the markers on the shelf when reminded</li> <li>Points to ear when asked, "Where's your ear?"</li> <li>Picks up a car from a group of toys when asked, "Where's the car?"</li> <li>Picks up the puzzle with the puppy on it when another child says, "Let's do the puppy puzzle together."</li> </ul>		<p><b>Understands increasingly complex English phrases used by adults and children</b></p> <ul style="list-style-type: none"> <li>Responds by putting the correct block where directed when another child says, "Hey, put that square block over there by the horse to make the fence."</li> <li>Points to the correct piece when the teacher asks, "Which circle is the biggest?"</li> <li>Touches the car at the top of the tallest ramp when the teacher asks, "Which car do you think will roll the fastest?"</li> </ul>	

## Objective 38 Demonstrates progress in speaking English

1	2 Beginning	3	4 Progressing	5	6 Increasing	7	8 Advancing	9
	<p><b>Repeats sounds and words in English, sometimes very quietly</b></p> <ul style="list-style-type: none"> <li>Mouths the words of a song during circle time</li> <li>Echoes a word or phrase, e.g., says, "Monkey," while group chants "Five Little Monkeys Jumping on the Bed"</li> <li>After teacher says, "Up," child repeats, "Up."</li> <li>Repeats, "Mil, mil, mil," after the teacher asks, "Would you like more milk?"</li> </ul>		<p><b>Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</b></p> <ul style="list-style-type: none"> <li>Says, "Hi"; "Lookit"; "My turn"; and "Stopit."</li> <li>Hears someone nearby say, "Be careful!" and repeats phrase as a warning in a similar situation later</li> <li>Points at snack basket and says, "More crackers."</li> <li>Looks out the window and says, "Go outside."</li> <li>Says, "No, mine," when another child takes her toy truck</li> </ul>		<p><b>Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</b></p> <ul style="list-style-type: none"> <li>Says, "I do a ice cream"; "I want my mommy"; and "Lookit this, Teacher."</li> <li>Says, "How you do this flower?"</li> <li>Says, "Big, I gotta big."</li> <li>Says, "How do you gonna make dese?"</li> </ul>		<p><b>Uses increasingly complex grammar in English; makes some mistakes typical of young children</b></p> <ul style="list-style-type: none"> <li>Develops entire sentences, e.g., "The door is a square," and "The house has a lot of windows."</li> <li>Uses questions and negatives, e.g., "Your name is what?" and "You no my mommy."</li> <li>Uses past and future tenses, e.g., "I goed to the park," and "I'll get it."</li> <li>Interacts in elaborate play schemes, "I be the mommy and you be the baby. Here's your bottle, Baby."</li> </ul>	

# Objectives for Development & Learning

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## Social–Emotional

1. Regulates own emotions and behaviors
  - a. Manages feelings
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
  - a. Forms relationships with adults
  - b. Responds to emotional cues
  - c. Interacts with peers
  - d. Makes friends
3. Participates cooperatively and constructively in group situations
  - a. Balances needs and rights of self and others
  - b. Solves social problems

## Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools

## Language

8. Listens to and understands increasingly complex language
  - a. Comprehends language
  - b. Follows directions
9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - c. Uses conventional grammar
  - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
  - a. Engages in conversations
  - b. Uses social rules of language

## Cognitive

11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists
  - c. Solves problems
  - d. Shows curiosity and motivation
  - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
  - a. Recognizes and recalls
  - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
  - a. Thinks symbolically
  - b. Engages in sociodramatic play

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## Literacy

15. Demonstrates phonological awareness, phonics skills, and word recognition
  - a. Notices and discriminates rhyme
  - b. Notices and discriminates alliteration
  - c. Notices and discriminates discrete units of sound
  - d. Applies phonics concepts and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
  - a. Identifies and names letters
  - b. Identifies letter–sound correspondences
17. Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books and other texts
  - b. Uses print concepts
18. Comprehends and responds to books and other texts
  - a. Interacts during reading experiences, book conversations, and text reflections
  - b. Uses emergent reading skills
  - c. Retells stories and recounts details from informational texts
  - d. Uses context clues to read and comprehend texts
  - e. Reads fluently
19. Demonstrates writing skills
  - a. Writes name
  - b. Writes to convey ideas and information
  - c. Writes using conventions

## Mathematics

20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
  - d. Understands and uses place value and base ten
  - e. Applies properties of mathematical operations and relationships
  - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
  - a. Understands spatial relationships
  - b. Understands shapes
22. Compares and measures
  - a. Measures objects
  - b. Measures time and money
  - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

## Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth’s environment
28. Uses tools and other technology to perform tasks

## Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

## The Arts

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

## English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English