

Language and Literacy Development

| Categories | Standards | Learning Goals |
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| Language | Listen for purpose and comprehension | <ul style="list-style-type: none"> • Listen to and follow spoken directions • Respond to questions • Listen to recordings and show understanding through body language or by interacting appropriately • Listen to stories read aloud and show understanding through body language or by interacting appropriately • Begin to distinguish fact from fiction • Make predictions from pictures and titles • Is familiar with the structure of stories (characters, events, plot, resolution of story) |
| | Develop an understanding of new vocabulary | <ul style="list-style-type: none"> • Increase vocabulary through everyday communication • Use new vocabulary words correctly within the context of play or other classroom experiences • Connect new vocabulary with prior educational experiences |
| | Develop and expand expressive language skills | <ul style="list-style-type: none"> • Use language for a variety of purposes • Engage in conversation with adults and children • Use complete sentences of increasing length in conversation • Use language to pretend or create |
| Phonological Awareness/Phonics | Discriminate the sounds of language | <ul style="list-style-type: none"> • Differentiate sounds that are the same and different • Repeat rhymes, poems, and finger plays • Recognize the same beginning sounds in different words (alliteration) • Can hear and discriminate separate syllables in words • Create and invent words by substituting one sound for another |
| Reading | Develop age-appropriate strategies that will assist in reading | <ul style="list-style-type: none"> • Demonstrate an interest in books or stories • Discuss books or stories read aloud • Exhibit book-handling skills • Associate symbols with objects, concepts, and functions • Dramatize, tell, and retell poems and stories • Recognize that print represents spoken words • Identify some individual letters of the alphabet • Share books and engage in pretend-reading with other children • Recognize books as a source of information • Connect information and events in books to real-life experiences • Participate in oral reading activities • Recognize that sentences are composed of words |

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| | | <ul style="list-style-type: none">• Use pictures or symbols to identify concepts |
| Writing | Begin to develop age-appropriate writing skills | <ul style="list-style-type: none">• Experiment with a variety of writing tools, materials, and surfaces• Use scribbles, shapes, pictures, and letters• Understand that print is used to communicate ideas and information• Begin to dictate words, phrases, and sentences to an adult recording on paper• Use left-to-right patterns |



Cognitive Development

| Categories | Standards | Learning Goals |
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| Mathematics | Develop understanding of numbers | <ul style="list-style-type: none"> • Count by rote 1-30 • Rote skip count by 2's to 10 • Begin to rote skip count by 5's to 30 • Arrange sets of objects in 1-to-1 correspondence • Count objects using 1-to-1 correspondence • Compare sets of objects using language • Begin to understand the concept of part and whole using real objects • Begin to identify ordinal numbers • Associate numeral name with set of objects • Begin to understand the concept of currency as a means of exchange • Begin to understand the concept of estimation • Recognize numerals 1-20 |
| | Explore simple patterns | <ul style="list-style-type: none"> • Copy a pattern using sounds or physical movements • Recognize and reproduce simple patterns of objects • Reproduce and extend a pattern using objects • Independently create patterns using objects • Recognize and identify patterns in the environment |
| | Explore concepts of classification | <ul style="list-style-type: none"> • Match like objects • Sort objects using one characteristic • Classify objects using two or more characteristics • Sort and classify objects using self-selected criteria • Explain sorting or classifying strategy • Participate in creating and using real and pictorial graphs or other simple representations of data |
| | Explore concepts of geometry and spatial awareness | <ul style="list-style-type: none"> • Identify, describe, and compare basic geometric shapes • Use classroom materials to create shapes • Use language to indicate where things are in space (positions, directions, distances, order) |
| | Use a variety of non-standard and standard means of measurement | <ul style="list-style-type: none"> • Associate and describe the passage of time with actual events • Use mathematical language to describe experiences involving measurement • Measure the passage of time using non-standard units of measure • Measure length of objects using non-standard or standard units of measure • Measure the volume (capacity) of objects using non-standard or standard units of measure • Measure and compare the weight of objects using non-standard or standard |

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| | | <p>units of measure</p> <ul style="list-style-type: none"> • Order 2 or more objects by size (seriating) |
| Science | Use process of science to gain knowledge | <ul style="list-style-type: none"> • Ask questions about objects, organisms, or events in environment • Use senses to observe, classify, and learn about objects • Use language to describe observation • Identify colors • Use simple equipment to experiment, observe, and increase understanding • Record observations through dictating to an adult, drawing pictures, or using other forms of writing • Predict what will happen next based on previous experience |
| | Acquire knowledge related to life science | <ul style="list-style-type: none"> • Observe, explore, and describe a wide variety of animals and plants • Recognize there are basic requirements for all common life forms • Observe, explore, and describe a variety of living and non-living objects • Understand that plants and animals have varying life cycles • Participate in activities related to preserving the environment • Identify facial features (eyes, nose, mouth, ears, etc.) • Identify large body parts (arms, legs, stomach, hands, feet, and shoulders) |
| | Acquire knowledge related to physical science | <ul style="list-style-type: none"> • Investigate and describe the states of matter • Describe objects by their physical properties • Explore simple machines • Investigate different types/speeds of motion |
| | Acquire knowledge related to earth/space science | <ul style="list-style-type: none"> • Investigate, compare, and contrast seasonal changes in the immediate environment • Discover through observations that weather can change from day to day • Participate in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars) |
| Social Studies | Develop understanding of role as a member of family and community | <ul style="list-style-type: none"> • Begin to understand family structures and roles • Participate in classroom jobs and contribute to the classroom community • Become aware of the roles, responsibilities, and services provided by community workers • Become aware of family and community celebrations and events |
| | Develop respect for differences in people | <ul style="list-style-type: none"> • Identify similarities and differences among people • Demonstrate an emerging awareness and respect for culture and ethnicity • Demonstrate emerging awareness and respect for abilities |
| | Develop beginning geographic thinking | <ul style="list-style-type: none"> • Identify common features in the home and school environment • Create simple representations of home, school, or community • Use and respond to words to indicate directionality, position, and size • Develop awareness of the community, city, and state in which child lives • Recognize characteristics of other geographic regions and cultures • Demonstrate knowledge of personal information |

Social and Emotional Development

| Categories | Standards | Learning Goals |
|------------------------|---|---|
| Relationships | Develop social skills and relationships | <ul style="list-style-type: none"> • Interact appropriately with peers and familiar adults • Begin to recognize the needs and rights of others • Show empathy and understanding to others • Participate successfully as a member of a group • Participate in resolving conflicts and disagreements with others • Initiate interaction with others |
| Self-Awareness | Develop positive self-awareness | <ul style="list-style-type: none"> • Demonstrate knowledge of personal information • Recognize self as a unique individual and become aware of the uniqueness of others • Demonstrate confidence in own abilities and express pride in accomplishments • Develop personal preferences • Show interest in learning new concepts and trying new experiences |
| Self-Control | Increase capacity for self-control | <ul style="list-style-type: none"> • Help to establish classroom rules and routines • Follow rules and routines within the learning environment • Use classroom materials purposefully and respectfully • Manage transitions and adapt to changes in routine • Express feelings through appropriate gestures, actions, and language • Demonstrate self-direction in use of materials • Develop independence during activities, routines, play • Sustain attention to a task or activity appropriate for age |
| Self-Expression | Use a variety of materials to develop artistic expression | <ul style="list-style-type: none"> • Experiment with a variety of materials and activities for sensory experience and exploration • Use materials to create original work for self-expression • Share details about personal creations (paintings, drawings, 3-D sculptures, block structures) • Express interest in and show appreciation for the creative work of others |
| | Participate in music and movement activities | <ul style="list-style-type: none"> • Use music and movement to express thoughts, feelings, and energy • Participate in group singing or other musical activities • Participate in creative movement and dance • Explore various music genres and instruments from various cultures |
| | Use drama to express individuality | <ul style="list-style-type: none"> • Participate in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences • Recreate a story or poem through drama • Participate in activities using symbolic materials and gestures to represent real objects and situations |

Physical Development

| Categories | Standards | Learning Goals |
|--------------------------|--|---|
| Fine Motor | Develop fine-motor skills | <ul style="list-style-type: none"> • Perform tasks that require small-muscle strength and control • Use eye-hand coordination to perform tasks • Exhibit manual coordination |
| Gross Motor | Develop gross-motor skills | <ul style="list-style-type: none"> • Develop coordination and balance • Coordinate movements to perform tasks • Participate in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility |
| Health and Safety | Understand healthy and safe living practices | <ul style="list-style-type: none"> • Participate in activities related to health and personal care routine • Participate in activities related to nutrition • Discuss and utilize appropriate safety procedures |

