

Language and Literacy Development

Categories	Standards	Learning Goals
Language	Use oral and visual skills to communicate	<ul style="list-style-type: none"> Follow 2-part oral directions and attempt 3-part directions Listen and speak appropriately with peers and adults Recite short poems, rhymes, songs, and stories with repeated patterns Use new vocabulary in oral language Use a variety of naming words to label and describe people, places, things, and actions Use category labels to connect to the meaning or use of objects Speak in complete sentences consisting of four or more words Use the correct verb tense when describing events
Phonological Awareness/Phonics	Identify and orally manipulate words and individual sounds within spoken words	<ul style="list-style-type: none"> Distinguish differences between similar sounding words Distinguish rhyming and non-rhyming words Produce a word that rhymes with a word or pair of words Produce a word that begins with the same sound as a pair of words Identify phonemes and combinations of phonemes Blend and segment syllables in spoken words Blend and segment onsets and rimes Increase listening alertness
	Demonstrate the relationship between letters and sounds	<ul style="list-style-type: none"> Recognize and name all uppercase and lowercase letters of the alphabet Read one-syllable decodable words Match all consonant and short-vowel sounds
Reading	Demonstrate knowledge of concepts of print	<ul style="list-style-type: none"> Track text read from left to right Distinguish among written letters, words, and sentences Begin to understand that punctuation and capitalization are used in all written sentences Retell or reenact the main events of a story Connect information learned from read aloud text by describing, categorizing, or comparing and contrasting Ask and answer appropriate questions about read-aloud text
	Demonstrate knowledge of compound words	<ul style="list-style-type: none"> Create a new word by putting together two words (compound words) Take compound words apart
	Comprehend orally presented text	<ul style="list-style-type: none"> Make predictions from pictures and titles Begin to distinguish fact from fiction in a read-aloud text Sequence events (3) beginning, middle, end
	Read orally with speed and accuracy	<ul style="list-style-type: none"> Recognize high frequency words at the rate of 30 words correct per minute

<p>Writing</p>	<p>Begin to understand the principles of writing</p>	<ul style="list-style-type: none">• Use drawings, letters, and phonetically spelled words to create meaning• Accurately print first and last name• Accurately print all uppercase and lowercase letters of the alphabet• Use left-to-right pattern of writing• Write or dictate to describe familiar persons, places, objects, or experiences
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Cognitive Development

Categories	Standards	Learning Goals
Mathematics	Connect numerals to the quantities they represent	<ul style="list-style-type: none"> • Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other • Count a number of objects up to 30 • Count out pennies to buy items that together cost less than 30 cents • Estimate quantities using 5 and 10 as a benchmark. (9 is one 5 and four more. It is closer to two 5's or one 10 than it is to one 5) • Explore how the same number of objects can be arranged in different ways • Identify without counting the number of objects from 1 to 10 (10 frames, dominoes) • Identify ordinal numbers (1st-10th) • Make fair trades involving combinations of pennies and nickels or pennies and dimes • Produce models for number words through 10 • Rote count (up to 50) • Skip count by 2's forward and backward (up to 10) • Skip count by 5's (up to 50) • Identify coins by name (penny, nickel, dime, and quarter) • Write numerals through 20 to label sets • Order numerals and sets through 20 • Sort objects by one characteristic using dot patterns, ten frames, and numbers
	Use representations to model addition and subtraction	<ul style="list-style-type: none"> • Use counting strategies to find out how many items are in two sets when they are combined, separated, or compared • Build number combinations up to 10 (4 and 1, 2 and 3, 3 and 2, 4 and 1 for 5) and for doubles to 10 (3 and 3 for 6) • Use objects, pictures, numbers, or words to combine, separate, or compare numbers less than 10
	Use problem-solving skills	<ul style="list-style-type: none"> • Use objects, pictures, numbers, or words to create and solve problems • Solve or make verbal word problems for addition and subtraction up to 10 • Use the language of mathematics to express mathematical ideas
	Understand measurement of calendar time	<ul style="list-style-type: none"> • Know the names of the days of the week • Know the months of the year • Know the four seasons
	Interpret and organize information	<ul style="list-style-type: none"> • Pose information questions, collect data, organize, and record results using objects, pictures, and picture graphs
	Tell time as it relates to a daily schedule	<ul style="list-style-type: none"> • Order daily events

		<ul style="list-style-type: none"> • Tell time when daily events occur (morning, afternoon, and night) • Know days of the week when weekly events occur in class
	Group objects according to common properties (longer/shorter, more/less, taller/shorter, and heavier/lighter)	<ul style="list-style-type: none"> • Compare and order objects on the basis of length • Compare and order objects on the basis of capacity • Compare and order objects on the basis of height • Compare and order objects on the basis of weight
	Recognize and name basic geometric shapes	<ul style="list-style-type: none"> • Recognize and name 2-dimensional figures: triangles, squares, rectangles, and circles • Recognize and name the following 3-dimensional figures: spheres (balls) and cubes
Science	Communicate scientific ideas clearly	<ul style="list-style-type: none"> • Describe and compare items in terms of number, shape, texture, size, weight, color, and motion • Begin to draw pictures that portray features of items
	Observe and identify the characteristics of living things (humans, animals, and plants)	<ul style="list-style-type: none"> • Recognize the differences between living organisms and nonliving materials • Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (ex. A green frog has four legs and hops. A rabbit also hops.) • Group plants according to their observable features such as appearance, size, etc. • Identify and describe parts of the body (the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes) • Describe seasonal changes and their effect on plants, animals, and humans
	Compare the similarities and differences in groups of organisms	<ul style="list-style-type: none"> • Match pictures of animal parents and their offspring; explain reasoning (example: dog/puppy, cat/kitten, cow/calf, duck/ducklings, etc.) • Observe and describe plants, insects, and animals as they go through predictable life cycles
	Observe and communicate effects of gravity on objects	<ul style="list-style-type: none"> • Recognize that some items such as airplanes and birds are in the sky but return to earth • Recognize that the sun, moon, and stars are in the sky but don't come down
	Investigate different types of motion	<ul style="list-style-type: none"> • Push, pull, and roll common objects and describe their motions
	Describe objects in terms of materials made with and their physical properties	<ul style="list-style-type: none"> • Manipulate a wide variety of familiar and unfamiliar objects to observe, describe, and compare their properties using appropriate language
	Describe time patterns and objects in the day and night sky	<ul style="list-style-type: none"> • Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day • Classify objects according to those seen in the day sky and those seen in the night sky • Recognize that the sun supplies heat and light to Earth

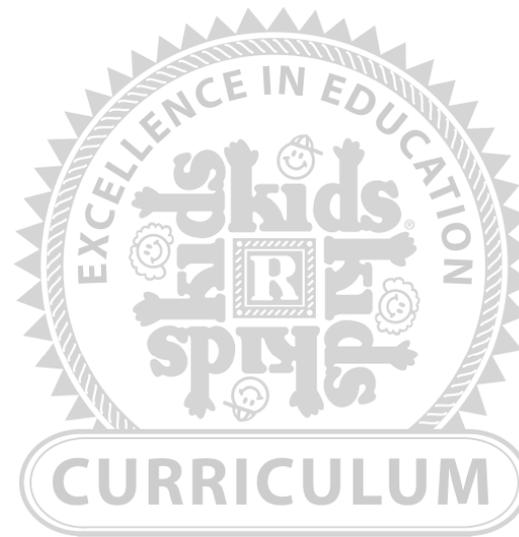
Social Studies	Correctly use words and phrases related to chronology and time to explain how things change	<ul style="list-style-type: none"> • Distinguish between now and long ago • Distinguish between first, last, next • Distinguish between day, week, month, year • Distinguish between past, present, future
	Understand family structures and roles	<ul style="list-style-type: none"> • Identify similarities and differences in characteristics of families • Distinguish needs and wants
	Explain a map is a drawing of a place and a globe is a model of the Earth	<ul style="list-style-type: none"> • Differentiate land and water features on simple maps and globes
	Identify characteristics about student lives	<ul style="list-style-type: none"> • State the street address, city, state, and nation in which he/she lives • Identify common features of the local landscape
	Demonstrate an understanding of citizenship	<ul style="list-style-type: none"> • Explain how rules are made and why • Explain why rules should be followed • Discuss examples of rules, fairness, and personal responsibilities in own experiences and stories read
	Describe the work that people do	<ul style="list-style-type: none"> • Identify community helpers and the services they provide
	Explain how money is used to purchase goods and services	<ul style="list-style-type: none"> • Distinguish goods from services • Identify various forms of U.S. money (coins, currency) • Begin to understand the use of trade to obtain goods and services
	Identify important American symbols	<ul style="list-style-type: none"> • Recite the Pledge of Allegiance • Identify state flag and flag of the United States



Social and Emotional Development

Categories	Standards	Learning Goals
Relationships	Develop social skills and relationships	<ul style="list-style-type: none"> • Assume various roles and responsibilities as part of a classroom community • Show competence in initiating social interactions • Attempt to work out problems with a peer independently before seeking adult help • Accept directions from a range of familiar adults (multi-step projects and lining up)
Self-Awareness	Develop positive self-awareness	<ul style="list-style-type: none"> • Develop awareness of where own body is in space and respect personal boundaries • Describe self using basic characteristics and preferences • Try out new activities and materials • Participate in a variety of individual activities and tasks
	Demonstrate strategies for reasoning and problem-solving	<ul style="list-style-type: none"> • Try several strategies to solve a problem before seeking adult assistance • Find a variety of solutions to questions, tasks, or problems
Self-Control	Increase capacity for self-control	<ul style="list-style-type: none"> • Follow classroom rules and routines with occasional reminders from teacher • Use classroom materials respectfully • Develop awareness of own feelings most of the time • Sustain attention to personally chosen or routine tasks until completed • Remain focused on engaging group activities for about 20 minutes at a time • Attend to peer responses during small and large group discussions • State feelings and needs without harming self, others, and property
	Show capacity to monitor own behavior	<ul style="list-style-type: none"> • Blow own nose into a tissue and throw tissue away • Tie shoelaces • Snaps, buttons, and zips own clothes • Accept consequence(s) of own actions (apologize to others) • Take turns with others • Share with others • Exhibit manners during meals • Go to quiet area of the room to calm self without redirection • Put materials away before moving to next task
Self-Expression	Use a variety of 2-and 3-dimensional materials to develop artistic expression	<ul style="list-style-type: none"> • Comment appropriately on the artwork of a classmate • Create artwork inspired by music • Create drawings and paintings that gradually become more realistic and detailed

	Participate in music and movement activities	<ul style="list-style-type: none">• Sing songs about concepts learned in the curriculum• Respond to different musical styles through movement and play• Participate in simple sequences of movement and dance• Move to music at own pace and style• Notice differences in pitch, tempo, dynamics, and timbre
	Use drama to express individuality	<ul style="list-style-type: none">• Create characters through physical movement, gesture, sound, speech, and facial expressions• Use dramatic play, costumes, and props to pretend to be someone else



Physical Development

Categories	Standards	Learning Goals
<p>Fine Motor</p>	<p>Develop fine-motor skills</p>	<ul style="list-style-type: none"> • Strengthen hand grasp and flexibility (pinch clothespins of various strengths around a paper plate) • Use thumb/forefinger in pincer grasp (use tweezers or eyedroppers correctly) • Build finger dexterity (string beads, straw segments, or cereal) • Build eye-hand coordination and visual motor skills (trace simple stencils, use lacing cards, and follow simple mazes using a crayon) • Show increased skills using scissors • Show increased skills using writing tools • Color inside the lines
<p>Gross Motor</p>	<p>Develop gross-motor skills</p>	<ul style="list-style-type: none"> • Clap and/or jump in time to a simple, rhythmic beat • Use various loco-motor skills (running, galloping, marching skipping, and leaping) • Build awareness of directionality and position in space (under, over, behind, next to, through, right, left, up, down, forward, backward, in front of) • Strengthen bilateral coordination (jump with both feet over a line) • Walk like various animals • Coordinate body actions with music • Show ability to coordinate movements with balls (throwing, kicking, catching, and bouncing)
<p>Health and Safety</p>	<p>Understand safe and healthy living practices</p>	<ul style="list-style-type: none"> • Describe how germs are passed and how they contribute to illness • Demonstrate proper hand washing procedure • Discuss tooth care and dental health including brushing, flossing, and healthy foods • Select nutritious foods that contribute to good health • Describe the role of water as an essential nutrient for the body • Demonstrate safe behaviors regarding environment (tornado, fire, and crossing the street) • Understand the importance of using a seatbelt