

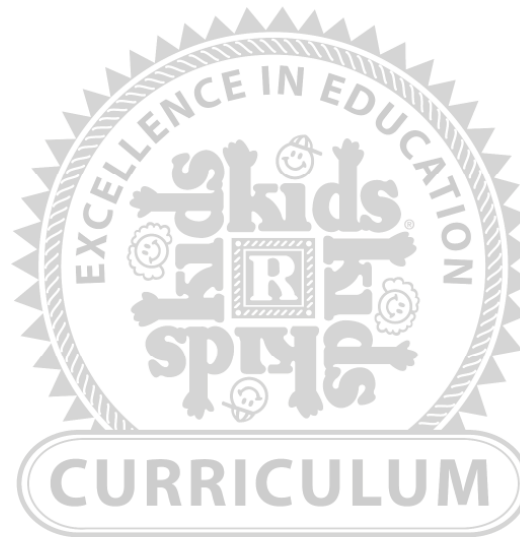
## Language and Literacy Development

| Categories                    | Standards                                    | Learning Goals   |
|-------------------------------|--|--|
| <b>Language</b>               | Demonstrate receptive language skills        | <ul style="list-style-type: none"> <li>• Listen to and follow spoken directions</li> <li>• Respond to 2-part questions</li> </ul>  |
|                               | Demonstrate expressive language skills       | <ul style="list-style-type: none"> <li>• Use 3-5 word sentences</li> <li>• Use new vocabulary in oral language (English and Spanish)</li> <li>• Speak clearly enough to be understood by most listeners</li> </ul>   |
|                               | Communicate in social situations             | <ul style="list-style-type: none"> <li>• Engage in conversations with adults/children</li> <li>• Relate and discuss recent events</li> <li>• Respond to questions appropriately</li> </ul>   |
|                               | Use oral language for creative expression    | <ul style="list-style-type: none"> <li>• Create dialogue for puppets and stuffed animals</li> <li>• Create stories</li> <li>• Create songs</li> <li>• Play with language</li> </ul>  |
|                               | Ask questions to gain understanding          | <ul style="list-style-type: none"> <li>• Ask questions (who, what, where, why, when, how)</li> </ul>   |
| <b>Phonological Awareness</b> | Distinguish the different sounds of language | <ul style="list-style-type: none"> <li>• Differentiate sounds that are alike and different</li> <li>• Repeat rhymes, poems, and finger plays</li> <li>• Begin to explore rhyming words</li> </ul>  |
| <b>Reading</b>                | Acquire story sense                          | <ul style="list-style-type: none"> <li>• Listen to a story and show understanding</li> <li>• Answer questions about a story</li> <li>• Re-tell a simple story</li> <li>• Begin to tell a story in sequential order</li> <li>• Make predictions from pictures and title</li> </ul>                          |
|                               | Show book awareness                          | <ul style="list-style-type: none"> <li>• Demonstrate an interest in books or stories</li> <li>• Point to text while pretending to read</li> <li>• Handle books appropriately</li> <li>• Identify title, author, and illustrator</li> </ul>   |
|                               | Build print awareness                        | <ul style="list-style-type: none"> <li>• Understand text has meaning</li> <li>• Recognize letters of the alphabet</li> <li>• Recognize first name in print</li> </ul>  |
| <b>Writing</b>                | Scribble lines and shapes                    | <ul style="list-style-type: none"> <li>• Scribble to simulate writing</li> <li>• Begin to write letters in name</li> <li>• Copy lines, circles, and diagonals</li> <li>• Draw a simple picture and tell about it</li> <li>• Experiment with a variety of writing tools, materials, and surfaces</li> </ul> |
|                               | Dictate messages                             | <ul style="list-style-type: none"> <li>• Dictate a sentence/story/message</li> </ul>   |

## Cognitive Development

| Categories     | Standards   | Learning Goals   |
|----------------|---|--|
| <b>Math</b>    | Build number concepts   | <ul style="list-style-type: none"> <li>• Rote count up to 20</li> <li>• Count up to 10 objects using 1-to-1 correspondence</li> <li>• Begin to recognize numerals and number words (1 – 10)</li> </ul>   |
|                | Explore concepts related to patterning                          | <ul style="list-style-type: none"> <li>• Recognize a simple pattern</li> <li>• Duplicate and extend a simple pattern</li> <li>• Create a simple pattern</li> </ul>   |
|                | Explore concepts of classification                              | <ul style="list-style-type: none"> <li>• Match like objects</li> <li>• Understand and describe similarities and differences</li> <li>• Sort and match objects by one attribute</li> <li>• Participate in using and creating real and pictorial graphs</li> </ul> |
|                | Explore concepts of geometry and spatial awareness              | <ul style="list-style-type: none"> <li>• Recognize shapes</li> <li>• Experiment with shapes</li> <li>• Begin to understand and use positional words (on, over, under, in, out)</li> <li>• Complete a puzzle (8-10 pieces)</li> </ul>                             |
|                | Build measurement concepts                                      | <ul style="list-style-type: none"> <li>• Use size words to describe and compare objects</li> <li>• Use measuring tools</li> <li>• Begin to understand and use language associated with time (now, then, later, before, after)</li> </ul>                         |
|                | Develop and use problem-solving skills                          | <ul style="list-style-type: none"> <li>• Begin to use prior knowledge to make predictions</li> <li>• Begin to ask questions and identify problems</li> <li>• Use manipulatives to solve simple problems</li> </ul>   |
| <b>Science</b> | Actively explore the environment to gain knowledge              | <ul style="list-style-type: none"> <li>• Explore cause and effect</li> <li>• Identify and explore the 5 senses</li> <li>• Use tools to experiment and gather information</li> <li>• Ask questions about environment</li> </ul>                                   |
|                | Use senses to observe and describe living and non-living things | <ul style="list-style-type: none"> <li>• Use language to describe observations</li> <li>• Observe and describe changes in weather and environment</li> <li>• Identify colors</li> </ul>  |
|                | Acquire knowledge related to life science                       | <ul style="list-style-type: none"> <li>• Identify and describe animals</li> <li>• Identify and describe plants</li> <li>• Understand that living things have basic needs (food, water, light, shelter)</li> </ul>  |
|                | Acquire knowledge related to earth and space                    | <ul style="list-style-type: none"> <li>• Identify objects in day and night sky (sun, moon, stars)</li> <li>• Recognize differences between day and night</li> </ul>  |

|                       |  |  |
|-----------------------|--|--|
| <b>Social Studies</b> | Understand family structures and roles           | <ul style="list-style-type: none"> <li>• Recognize and imitate family roles and relationships</li> <li>• Become aware of family celebrations and events</li> </ul>             |
|                       | Recognize individual preferences and differences | <ul style="list-style-type: none"> <li>• Build awareness of individual differences and preferences</li> <li>• Build awareness of different cultures and ethnicities</li> </ul> |
|                       | Recognize community roles and relationships      | <ul style="list-style-type: none"> <li>• Identify workers in the community</li> <li>• Participate in classroom jobs and activities</li> </ul>                                  |
|                       | Explore concepts of place and location           | <ul style="list-style-type: none"> <li>• Identify places in community</li> <li>• Build awareness of maps and globes</li> </ul>   |



## Social and Emotional Development

| Categories             | Standards  | Learning Goals  |
|------------------------|--|---|
| <b>Relationships</b>   | Demonstrate social skills with adults and peers  | <ul style="list-style-type: none"> <li>• Build positive relationships with adults</li> <li>• Develop friendships with other children</li> <li>• Show sensitivity to feelings of others</li> <li>• Take turns</li> <li>• Share materials</li> <li>• Work together with peers</li> <li>• Begin to resolve conflicts in a positive manner</li> </ul> |
| <b>Self-Awareness</b>  | Show behaviors that reflect child's self-concept | <ul style="list-style-type: none"> <li>• Recognize self as unique</li> <li>• Communicate personal preferences</li> <li>• Demonstrate pride in accomplishments</li> <li>• Demonstrate confidence in own abilities (offer to help, speak in front of group, etc.)</li> <li>• Communicate personal information (name, age, gender, etc.)</li> </ul>  |
| <b>Self-Control</b>    | Show behaviors that demonstrate self-control     | <ul style="list-style-type: none"> <li>• Regulate own emotions and behaviors independently</li> <li>• Follow rules and routines in a group setting</li> <li>• Identify emotions</li> <li>• Communicate feelings appropriately</li> </ul>  |
| <b>Self-Expression</b> | Express self through a variety of mediums        | <ul style="list-style-type: none"> <li>• Express self creatively through art/music/movement</li> <li>• Participate in music and movement activities</li> <li>• Use simple musical instruments</li> <li>• Demonstrate imagination through play</li> <li>• Use a variety of materials to develop creative expression</li> </ul>                     |

## Physical Development

| Categories               | Standards   | Learning Goals  |
|--------------------------|---|---|
| <b>Fine Motor</b>        | Control hands and fingers                         | <ul style="list-style-type: none"> <li>• Hold writing instruments with thumb and fingers</li> <li>• Use scissors to cut paper into two pieces</li> <li>• Use simple tools</li> <li>• Operate simple electronic devices</li> <li>• Use zippers and buttons to dress and undress</li> <li>• Attempt to tie shoes</li> </ul> |
|                          | Develop eye-hand coordination                     | <ul style="list-style-type: none"> <li>• Put together and pull apart small interlocking blocks</li> <li>• Put pegs in a pegboard</li> <li>• Stack 5-7 blocks</li> <li>• Lace large beads</li> </ul>   |
| <b>Gross Motor</b>       | Control body movement                             | <ul style="list-style-type: none"> <li>• Run around obstacles</li> <li>• Climb steps with alternating feet</li> <li>• Pedal a tricycle</li> <li>• Lift and carry objects</li> </ul>   |
|                          | Demonstrate coordination and balance              | <ul style="list-style-type: none"> <li>• Hop on 1 foot</li> <li>• Walk on tiptoes</li> <li>• Walk a straight line</li> <li>• Walk backwards</li> <li>• Balance on one foot</li> <li>• Jump over a 6" barrier</li> <li>• Throw a ball into/at a target</li> <li>• Catch a large ball</li> </ul>                            |
| <b>Health and Safety</b> | Understand and follow health and safety practices | <ul style="list-style-type: none"> <li>• Follow simple safety rules</li> <li>• Identify healthy habits</li> <li>• Identify healthy food choices</li> <li>• Attend to personal health needs</li> </ul>   |
|                          | Identify parts of the body                        | <ul style="list-style-type: none"> <li>• Identify different parts of the body (head, shoulders, arms, hands, fingers, legs, knees, feet, toes, eyes, ears, mouth, and nose)</li> </ul>  |