

NEW JERSEY BIRTH TO THREE EARLY LEARNING STANDARDS

Social and Emotional Development	
Trust and Emotional Security	
Engages in behaviors that build relationships with familiar adults	Coos in response to adults' speech (28, 31, 145, 157); Shows attachment (responds positively) to significant adults (36, 40, 169, 173); Babbles and laughs to get adult attention (40, 149, 150, 181); Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Shows signs of teasing adults (40, 174)
Shows preference for familiar adults	Distinguishes voices of important, familiar people (40, 174); Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Shows signs of stress when family members initiate separation 41; Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Attachment to familiar caregiver 35; Trust familiar adults Addressed on page 66
Reacts to unfamiliar adults	Feels anxiety in the presence of strangers (stranger anxiety) 40
Seeks ways to find comfort in new situations	Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
Shows emotional connection and attachment to others	Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Shows signs of teasing adults (40, 174); Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Looks for "home base" or significant adult during difficult situations, for comfort and approval (41, 191)
Self-Awareness	
Expresses feelings and emotions through facial expressions, sounds, gestures or words	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Expresses feelings and emotions with words (39, 41)
Begins to develop awareness of self as separate from others	Can distinguish voice tones and emotions (40, 182); Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Expresses feelings and emotions with words (39, 41)

Shows confidence in increasing abilities	Develop self-confidence - strong sense of self Addressed on pages 35, 83, 208, 221; Demonstrates confidence (104)
Self-Regulation	
Begins to manage own actions, emotions and behavior	Manage transitions Addressed on page 69; Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165); Expresses feelings and emotions with words (39, 41)
Develops ability to cope with stress and strong emotions	Shows signs of stress when family members initiate separation 41; Shows increasing ability to cope with stress (41)
Begins to understand simple routines, rules or limitations	Knows some rules but cannot follow them consistently (41); Understands some limits and rules (39, 42, 172); Consistent routines Addressed on page 57; Flexible and adaptable routines Addressed on page 64; Importance of routines Addressed on page 36, 43, 44
Relationships with Peers and Adults	
Shows interest in and awareness of peers and adults	Coos in response to adults' speech (28, 31, 145, 157); Shows attachment (responds positively) to significant adults (36, 40 169, 173); Babbles and laughs to get adult attention (40, 149,150, 181); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182); Feels anxiety on separation from familiar adults (separation anxiety) (37, 40); Shows signs of teasing adults (40, 174); Participates in new and unfamiliar activities with the help of trusted adults (47, 191); Peer interactions (64, 71, 81); Imitates older siblings or peers (40, 170); Engage in cooperative play Addressed on page 2, 60, 206, 218; Cooperative play with others Addressed on page 59; Enjoys playing next to other children (parallel play) 40; Plays with other children (39, 41, 167, 172, 176, 180, 184, 212)
Responds to and interacts with other peers and adults	Responds to own name (31, 149, 153); Understands and responds to simple directions (31, 158); Shows attachment (responds positively) to significant adults (36, 40 169, 173); Responds to smiles with smiling (40, 164, 177); Responds to things said by others (32)
Begins to recognize and respond to the feelings and emotions of peers and adults	Identifies and talks about others' feelings (41, 183); Can distinguish voice tones and emotions (40, 182)
Begins to show care and concern for others	Identifies and talks about others' feelings (41, 183); Can distinguish voice tones and emotions (40, 182)

Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants	Expresses emotions (happiness, sadness, anger, and surprise) through gestures, sounds, or facial expressions (40, 165)
Begins to use imitation or pretend play to learn and practice new roles and relationships	Engages in more pretend play (23, 124); Uses real objects as props during pretend play 24; Engages in pretend play (42, 176)
Approaches To Learning	
Curiosity	
Shows interest in and actively explores the environment	Explores environment with senses (22, 112); Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explore their environment Addressed on page 53, 54, 81, 141-142; Explores the environment actively, regardless of obstacles (47, 189)
Shows eagerness and curiosity as a learner	Shows curiosity by exploring with senses (47, 188, 194); Points, gestures, or asks "what's that" when curious about something (47)
Seeks to discover and learn new things	Discovers hands and feet are extensions of self (23, 92, 94, 97, 100, 116, 122, 165); Shows curiosity by exploring with senses (47, 188, 194); Points, gestures, or asks "what's that" when curious about something (47); Learn about plants 63; Learn about animals (64, 223); Likes to learn new words (32, 143, 155)
Persistence	
Attends to and tries to reproduce interesting events	Explore cause and effect Addressed on page 58; Explore their environment Addressed on page 53, 54, 81, 141-142; Begin to imitate (183); Imitates older siblings or peers (40, 170); Shows persistence by repeating actions, such as banging objects (47, 113)
Maintains social contact by continuing to engage with caregiver	Learns that crying will bring attention from caregiver (22); Reacts to human voice and human heartbeat (28, 31, 112, 140, 157); Coos in response to adults' speech (28, 31, 145, 157) ; Makes eye contact (40); Smiles at the sound of familiar voices (40, 181); Babbles and laughs to get adult attention (40, 149,150, 181); Responds to smiles with smiling (40, 164, 177); Shows signs of teasing adults (40, 174)
Attempts challenging tasks with or without adult help	Participates in new and unfamiliar activities with the help of trusted adults (47, 191)
Explores thoroughly and tries to solve problems even when encountering obstacles	Problem solving (61, 73, 221); Explores the environment actively, regardless of obstacles (47, 189)
Creativity	
Uses unusual ways to explore people or objects in the environment	Shows creativity by using objects in new ways (47, 190); Explores environment with senses (22, 112); Explores environment (22, 40, 44,

	53, 54, 90, 112, 113, 169, 177, 189); Explore nature - sand and soil using their senses 90; Explore cause and effect Addressed on page 58; Explores the environment actively, regardless of obstacles (47, 189); Uses real objects as props during pretend play 24
Finds new things to do with familiar objects	Shows creativity by using objects in new ways (47, 190); Uses real objects as props during pretend play 24
Uses imagination in playful, silly or messy ways	Creates imaginary friends (24); Uses imagination in dramatic play (47, 191); Engages in more pretend play (23, 124); Engages in pretend play (42, 176)
Initiative	
Shows initiative by engaging others in interaction	Engage in cooperative play Addressed on page 2, 60, 206, 218; Coos in response to adults' speech (28, 31, 145, 157); Responds to smiles with smiling (40, 164, 177); Responds to things said by others (32)
Takes action without being directed by others	Knows some rules but cannot follow them consistently (41); Understands some limits and rules (39, 42, 172); Engages in more intentional play (23, 117, 123, 127, 133); Engage in cooperative play Addressed on page 2, 60, 206, 218; Engage in more intentional play 127
Demonstrates initiative by making choices	Makes simple choices (between two objects or ideas) (42)
Language Development and Communication	
Listening and Understanding	
Shows interest in listening to sounds	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158); Looks and listens for purpose 40; Smiles at the sound of familiar voices (40, 181)
Listens with interest to language of others	Uses language socially (pragmatics) (32); Language development Addressed on pages 2, 6, 22; Distinguishes voices of important, familiar people (40, 174); Can distinguish voice tones and emotions (40, 182)
Responds to verbal communication of others	Follows simple commands from adults or older children (23, 114, 134); Coos in response to adults' speech (28, 31, 145, 157); Understands and responds to simple directions (31, 158); Smiles at the sound of familiar voices (40, 181)
Responds to nonverbal communication of others	Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions intentionally(31, 150, 159)
Understands gestures, words, phrases or questions	Follows simple commands from adults or older children (23, 114, 134); Understands more

	words every day (receptive vocabulary) 31; Understands many more words than he or she can say 31
Communicating and Speaking	
Uses sounds, gestures or actions to express needs and wants	Puts nouns and verbs together in simple sentences ("want cookie.") (32, 147, 160); Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions intentionally (31, 150, 159); Uses sentences with seven words or more (30, 32)
Uses consistent sounds, gestures, signs or words to communicate	Gestures or points to communicate (31, 146, 150, 153, 159); Uses gestures and actions intentionally (31, 150, 159); Points, gestures, or asks "what's that" when curious about something (47); Uses two- or three-word phrases (31)
Imitates sounds, gestures, signs, words or phrases	Points, gestures, or asks "what's that" when curious about something (47)
Uses sounds, signs, words or phrases for a variety of purposes	Uses one sound to stand for more than one gesture or object 31; Says one word or more (31, 158); Uses two- or three-word phrases (31); Uses sentences with seven words or more (30, 32); Expresses feelings and emotions with words (39, 41)
Takes turns using language in simple back and forth conversations	Peer interactions (64, 71, 81); Coos in response to adults' speech (28, 31, 145, 157); Plays games with adults and older children (40, 134, 165, 169, 173, 178, 182); Has a vocabulary of twenty to three hundred words (31, 142, 147, 154); Responds to things said by others (32)
Emergent Literacy	
Shows interest in songs, rhymes and stories	Listens to songs, stories, or rhymes with interest (31, 141, 157, 158); Sings parts of simple songs (23); Sings simple, repetitive songs (32); Repeats simple nursery chants and rhymes (23, 118)
Shows interest in photos, pictures and drawings	Talks about pictures in books (23); Prefers black-and-white or high-contrast patterns (22, 126, 133); Shows and interest in print and books 32
Develops interest in and involvement with books and other print materials	Enjoys books, especially turning pages 23; Turns pages of book one at a time (16); Talks about pictures in books (23); Shows and interest in print and books 32; Enjoys books (32, 161); Hold and observe a book 106
Begins to recognize and understand symbols such as those used in writing	Shows and interest in print and books 32
Cognitive Development	
Exploration and Discovery	

Pays attention to people and objects	Increasing attention span Addressed on pages 62, 66; Plays with hands and may hold and observe a toy (15); Explores the environment actively, regardless of obstacles (47, 189); Hold and observe a book 106
Uses senses to explore people, objects and the environment	Explores environment with senses (22, 112); Explore manipulative toys, puzzles 58; Explores environment (22, 40, 44, 53, 54, 90, 112, 113, 169, 177, 189); Explore nature - sand and soil using their senses 90; Explore cause and effect Addressed on page 58; Explore their environment Addressed on page 53, 54, 81, 141-142; Shows curiosity by exploring with senses (47, 188, 194); Explores the environment actively, regardless of obstacles (47, 189); Explore maps Addressed on page 209
Attends to colors, shapes, patterns or pictures	Recognizes colors (23, 119); Names some colors (23, 119, 214); Recognizes some shapes (23, 128); Copies and draws simple shapes and letters (14, 16); Names simple shapes (24, 210); Prefers black-and-white or high-contrast patterns (22, 126, 133); Notices patterns (24, 62, 121); Talks about pictures in books (23)
Shows interest and curiosity in new people and objects	Similarities and difference between people Addressed on page 152, 176, 207; Smiles at strangers (40); Feels anxiety in the presence of strangers (stranger anxiety) 40
Makes things happen and watches for results or repeats action	Persist when frustrated Addressed on page 125, 202-203; Shows persistence by repeating actions, such as banging objects (47, 113); Repeats simple nursery chants and rhymes (23, 118); Enjoys reading the same story repeatedly 7; Practices cause and effect, such as closing doors (21, 23, 113, 118); Explore cause and effect Addressed on page 58
Memory	
Shows ability to acquire new information and use it at a later time	Recall past experiences 136; Recalls past experiences (24, 29, 135); Tells stories without prompting (32, 143)
Recognizes familiar people, places and things	Recognize familiar objects 209; Distinguishes voices of important, familiar people (40, 174)
Recalls and uses information in new situations	Recall past experiences 136; Recalls past experiences (24, 29, 135)
Searches for missing or hidden objects	Shows awareness of object permanence (knows objects exist when out of sight) (23, 117)
Problem Solving	

Experiments with different uses for objects	Shows creativity by using objects in new ways (47, 190); Engages in more pretend play (23, 124); Uses real objects as props during pretend play 24; Engages in pretend play (42, 176)
Shows imagination and creativity in solving problems	Problem solving (61, 73, 221); Persist when frustrated Addressed on page 125, 202-203
Uses a variety of strategies to solve problems	Problem solving (61, 73, 221); Shows persistence by repeating actions, such as banging objects (47, 113)
Applies knowledge to new situations	Problem solving (61, 73, 221)
Imitation and Symbolic Play	
Observes and imitates sounds, gestures or behavior	Imitates sounds (28, 31, 145, 183); Imitates older siblings or peers (40, 170); Begin to imitate (183)
Uses objects to represent other things	Shows creativity by using objects in new ways (47, 190); Engages in more pretend play (23, 124); Uses real objects as props during pretend play 24; Engages in pretend play (42, 176)
Uses imitation or pretend play to express creativity and imagination	Engages in more pretend play (23, 124); Uses real objects as props during pretend play 24; Engages in pretend play (42, 176); Creates imaginary friends (24); Uses imagination in dramatic play (47, 191)
Physical and Motor Development	
Gross Motor Development	
Moves body, arms and legs with coordination	Holds up chest with weight on forearms (15, 102); Swings arms when walking (16); Attempts to crawl (stomach and leg dragging) (12, 15, 89,94); Crawls (trunk lifted) (12, 15, 89, 94); Crawls up and down stairs (13, 16)
Demonstrates large muscle balance, stability, control and coordination	Cruises (walks around holding on to furniture) (13, 15); Walks with assistance (15); Walks alone (15, 107); Walks up and down stairs with help, usually leading with same foot (16); Swings arms when walking (16); Walks on a balance beam or line (14, 16, 62, 96); Walks up and down stairs alternating feet (17); Jumps from height of 12 inches (13, 16); Jumps into air with both feet (17, 216); Ride tricycle or other riding toys (13, 91); Rides tricycle - may alternate between scooting and peddling (16, 91); Shows pride in accomplishments, especially physical (38, 41, 171)
Develops increasing ability to change positions and move body from place to place	Cruises (walks around holding on to furniture) (13, 15); Walks with assistance (15); Walks alone (15, 107); Ride tricycle or other riding toys (13, 91); Crawls up and down stairs (13, 16); Runs with ease (13, 16)

Moves body with purpose to achieve a goal	Show strong pride in accomplishments, especially physical (38, 171); Moves fingers individually and draws circle (16, 108)
Fine Motor Development	
Uses hands or feet to manipulate objects and make contact with people	Plays with hands and may hold and observe a toy (15); Hold and observe a book 106; Reaches for objects (15, 195); Intentionally looks for and reaches for objects of interest (47, 195); Shows interest in manipulating toys and objects (23, 126); Explore manipulative toys, puzzles 58
Develops small muscle control and coordination	Grasps small objects (12, 15, 89, 93, 103, 107); Uses small muscles in hands to squish playdough (16, 62, 104); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Builds and stacks with several small blocks (17)
Demonstrates integration of the senses	Explore nature - sand and soil using their senses 90; Shows curiosity by exploring with senses (47, 188, 194); Uses senses (3, 66, 91, 188); Explores environment with senses (22, 112)
Uses different actions on objects	Builds and stacks with several small blocks (17); Grasps small objects (12, 15, 89, 93, 103, 107); Uses small muscles in hands to squish playdough (16, 62, 104)
Controls small muscles in hands when doing simple tasks	Plays with hands and may hold and observe a toy (15); Fine-motor control/sensory stimulation 90; Uses small muscles in hands to squish playdough (16, 62, 104); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105)
Physical Health and Well-Being	
Shows characteristics of healthy development	Eating good food, using appropriate utensils, and drinking from a cup (71); Eye-foot coordination (13, 57, 95); Fine-motor control/sensory stimulation 90
Responds when physical needs are met	Shows pride in accomplishments, especially physical (38, 41, 171); Crawls (trunk lifted) (12, 15, 89, 94); Cruises (walks around holding on to furniture) (13, 15)
Expresses physical needs non-verbally or verbally	Shows pride in accomplishments, especially physical (38, 41, 171)
Participates in physical care routines	Shows independence in self-care (175); Controls small muscles in hands, such as using a spoon (16, 90, 99, 104); Feeds self (16, 91); Dresses self (16, 124, 175)

Begins to develop self-help skills	Shows independence in self-help skills (166); Feeds self (16, 91); Dresses self (16, 124, 175)
Begins to understand safe and unsafe behaviors	Self control - self regulations Addressed on pages 2, 35, 44

NEW JERSEY PRESCHOOL TEACHING AND LEARNING STANDARDS

Social Emotional Development	
Children demonstrate self-confidence.	
Express individuality by making independent decisions about which materials to use.	Makes simple choices (between two objects or ideas) (42)
Express ideas for activities and initiate discussions.	Plays with peers, sharing ideas and toys (42, 180, 184); Purposefully explores new things or ideas (47, 193, 194); Offers ideas and suggestions (48, 196)
Actively engage in activities and interactions with teachers and peers.	Peer interactions (64, 71, 81); Engage in cooperative play Addressed on page 2, 60, 206, 218; Cooperative play with others Addressed on page 59
Discuss their own actions and efforts.	Tells stories without prompting (32, 143); Uses correct grammar (30, 32); Uses language socially (pragmatics) (32)
Children demonstrate self-direction.	
Make independent choices and plans from a broad range of diverse interest centers.	Makes simple choices (between two objects or ideas) (42); Explore their environment Addressed on page 53, 54, 81, 141-142
Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	Importance of routines Addressed on page 36, 43, 44; Manages zippers, snaps, and buttons (17, 58); Completes toilet training (17); Dresses with little assistance (17); Enjoys helping with household tasks 41
Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	Manage transitions Addressed on page 69; Flexible and adaptable routines Addressed on page 64; Importance of routines Addressed on page 36, 43, 44
Attend to tasks for a period of time.	Persist when frustrated Addressed on page 125, 202-203; Can stay with the same activity for five to ten minutes (increasing concentration) 24
Children identify and express feelings.	
Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	Uses language to say what he feels, wants, and needs (33); Expresses feelings and emotions with words (39, 41); Others emotions 52
Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	Others emotions 52; Empathy for others Addressed on page 65
Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities)	Shows strong emotions 42; Temper tantrums Addressed on page 203; Guiding children's behavior Addressed on pages 200-205; Expectations of behavior 44

Children exhibit positive interactions with other children and adults.	
Engage appropriately with peers and teachers in classroom activities.	Understands some limits and rules (39, 42, 172); Plays simple games with rules 42; Follows and makes simple rules (42); Speaks when spoken to (30, 32); Increasing attention span Addressed on pages 62, 66; Seeks attention and approval (42)
Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	Expectations of behavior 44; Develop friendships 176; Speaks when spoken to (30, 32); Shows increasing responsibility (42); Shows increasing patience (42)
Say "thank you," "please," and "excuse me."	Uses sentences with seven words or more (30, 32)
Respect the rights of others (e.g., "This painting belongs to Carlos.>").	Look at the art of other children 75; Trust themselves as well as others Addressed on page 86
Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").	Increased cooperation (64, 218); Understands others' perspectives (41, 176); Expresses feelings and emotions with words (39, 41)
Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	Self control - self regulations Addressed on pages 2, 35, 44; Develop friendships 176; Play with peers 185; Plays with other children (39, 41, 167, 172, 176, 180, 184, 212); Understands others' perspectives (41, 176); Takes turns (41, 172); Shares (41, 172); Shows increasing patience (42)
Children exhibit pro-social behaviors	
Play independently and cooperatively in pairs and small groups.	Plays alone (39, 41); Engage in cooperative play Addressed on page 2, 60, 206, 218; Cooperative play with others Addressed on page 59
Engage in pretend play.	Uses real objects as props during pretend play 24; Engages in pretend play (42, 176); Creates stories, imagining and describing things or situations that do not exist (48, 196)
Demonstrate how to enter into play when a group of children are already involved in play	Engages in group play (42)
Take turns.	Takes turns (41, 172)
Demonstrate understanding the concept of sharing by attempting to share.	Shares (41, 172)
VISUAL & PERFORMING ARTS	
Children express themselves through and develop an appreciation of creative movement and dance.	
Move the body in a variety of ways, with and without music.	Learning through music and movement (61, 66, 68, 109); Expresses interest in creative movement 25

Respond to changes in tempo and a variety of musical rhythms through body movement.	Learning through music and movement (61, 66, 68, 109); Expresses interest in creative movement 25
Participate in simple sequences of movements	Copy and anticipate a repeating pattern Addressed on page 121
Define and maintain personal space, concentration, and focus during creative movement/dance performances.	Learning through music and movement (61, 66, 68, 109); Expresses interest in creative movement 25
Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	Learning through music and movement (61, 66, 68, 109); Expresses interest in creative movement 25; Explores music from different cultures 152; Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
Use movement/dance to convey meaning around a theme or to show feelings.	Learning through music and movement (61, 66, 68, 109); Expresses interest in creative movement 25; Explores music from different cultures 152; Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
Describe feelings and reactions in response to a creative movement/dance performance.	Learning through music and movement (61, 66, 68, 109); Expresses interest in creative movement 25; Explores music from different cultures 152; Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
Begin to demonstrate appropriate audience skills during creative movement and dance performances.	Increasing attention span Addressed on pages 62, 66
Children express themselves through and develop an appreciation of music.	
Sing a variety of songs with expression, independently and with others.	Sings simple, repetitive songs (32); Sings songs, finger plays, and rhymes with increasing accuracy (32, 148)
Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	Explores musical instruments 185; Distinguish between sounds that are the same and different Addressed on page 208
Clap or sing songs with repetitive phrases and rhythmic patterns.	Sings simple, repetitive songs (32); Sings songs, finger plays, and rhymes with increasing accuracy (32, 148)
Listen to, imitate, and improvise sounds, patterns, or songs.	Distinguish between sounds that are the same and different Addressed on page 208
Participate in and listen to music from a variety of cultures and times.	Explores music from different cultures 152
Recognize and name a variety of music elements using appropriate music vocabulary	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Has and expanding vocabulary up to 6,000 words 33
Describe feelings and reactions in response to diverse musical genres and styles.	Expresses feelings and emotions with words (39, 41)

Begin to demonstrate appropriate audience skills during recordings and music performances.	Increasing attention span Addressed on pages 62, 66
Children express themselves through and develop an appreciation of dramatic play and storytelling.	
Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	Role-plays (42, 176)
Use memory, imagination, creativity, and language to make up new roles and act them out.	Role-plays (42, 176)
Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	Uses real objects as props during pretend play 24; Engages in pretend play (42, 176)
Differentiate between fantasy/pretend play and real events.	Engages in fantasy play, making up plots (24); Understanding of the difference between reality and fantasy Addressed on page 39
Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	Creates stories, imagining and describing things or situations that do not exist (48, 196)
Participate in and listen to stories and dramatic performances from a variety of cultures and times.	Explores music from different cultures 152; Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	Expresses feelings and emotions with words (39, 41)
Begin to demonstrate appropriate audience skills during storytelling and performances.	Increasing attention span Addressed on pages 62, 66
Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	
Demonstrate the safe and appropriate use and care of art materials and tools.	Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Understands some limits and rules (39, 42, 172); Uses scissors (14, 16, 62, 63, 101)
Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	Participate in art Addressed on page 69, 70, 86; Art night with families 73; Look at the art of other children 75
Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Uses sentences with seven words or more (30, 32); Likes to learn new words (32, 143, 155); Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66; Has and expanding vocabulary up to 6,000 words 33
Demonstrate a growing ability to represent experiences, thoughts, and ideas through a	Develop self-confidence - strong sense of self Addressed on pages 35, 83, 208, 221;

variety of age-appropriate materials and visual art media using memory, observation, and imagination.	Participate in art Addressed on page 69, 70, 86; Art night with families 73
Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	Develop self-confidence - strong sense of self Addressed on pages 35, 83, 208, 221; Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Persist when frustrated Addressed on page 125, 202-203
Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105); Makes marks or strokes with drawing tools (17, 91); With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Draws basic shapes and expressive art (25)
Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	Participate in art Addressed on page 69, 70, 86; Art night with families 73; With modeling and support explore a variety of digital tools to express ideas addressed on page 220; Draws basic shapes and expressive art (25)
HEALTH, SAFETY, AND PHYSICAL EDUCATION	
Children develop self-help and personal hygiene skills.	
Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14; Distinguish nutritious foods from non-nutritious foods Addressed on page 115
Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	Dresses with little assistance (17); Eating and Dressing (58)
Children begin to develop the knowledge and skills necessary to make nutritious food choices.	
Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	Distinguish nutritious foods from non-nutritious foods Addressed on page 115; Eating good food, using appropriate utensils, and drinking from a cup (71)
Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	Distinguish nutritious foods from non-nutritious foods Addressed on page 115
Children begin to develop an awareness of potential hazards in their environment.	
Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom,	Understands some limits and rules (39, 42, 172); Plays simple games with rules 42;

understand how to participate in emergency drills, and understand why car seats and seat belts are used).	Follows and makes simple rules (42); Emergency evacuations (228)
Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	Identifying signs in the community Addressed on page 209
Identify community helpers who assist in maintaining a safe environment.	Identifying signs in the community Addressed on page 209
Know how to dial 911 for help.	Learn address and phone number Addressed on page 132
Children develop competence and confidence in activities that require gross- and fine-motor skills.	
Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	Runs consistently without falling (14, 17, 109, 215); Runs with ease and stops quickly (14, 17, 109, 215); Balances or hops on one foot (14, 17, 96, 109, 216); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123)
Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	Puts puzzle together (14, 17, 62, 101, 123); Puts interlocking puzzles together (24, 101); Writes own name (25, 91 addressed on page 136); Copies and draws simple shapes and letters (14, 16); Makes marks or strokes with drawing tools (17, 91); Draws basic shapes and expressive art (25)
Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).	Throws a ball overhand with greater accuracy and distance (17); Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (14, 17, 62, 101, 123); Throws a ball to a target overhand and underhand (17); Catches a ball when thrown or bounced (17); Walks on a balance beam or line (14, 16, 62, 96); Balances or hops on one foot (14, 17, 96, 109, 216); Balances well (17)
ENGLISH LANGUAGE ARTS	
Reading Literature	
Key Ideas and Details	
With prompting and support, ask and answer key elements in a familiar story or poem.	Answers questions about familiar stories (32, 151)
With prompting and support, retell familiar stories or poems	Retells a story in sequence (32, 156)
With prompting and support, identify characters, settings, and major events in a familiar story.	Retells a story in sequence (32, 156)
Craft and Structure	
With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152; Interest in and use

	words that are new or unfamiliar in conversations and play Addressed on page 66; Understand when words are used in unconventional ways Addressed on page 66
Recognize common types of literature (storybooks and poetry books).	Understand that print carries meaning Addressed on page 208; Understanding of the difference between reality and fantasy Addressed on page 39; Enjoy books and get a sense of how books work (161); Knows book and print rules (32, 161)
With prompting and support, identify the role of author and illustrator in telling the story.	Enjoys books (32, 161); Enjoy books and get a sense of how books work (161)
Integration of Knowledge and Ideas	
With prompting and support, using a familiar storybook, tell how the illustrations support the story.	Use drawings or other visuals to add details to verbal descriptions Addressed on page 207; Understand symbols carry meaning Addressed on 86
With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	Answers questions about familiar stories (32, 151); Retells a story in sequence (32, 156); Understanding of the difference between reality and fantasy Addressed on page 39
Range of Reading and Level of Text Complexity	
Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups	Engages in group play (42); Enjoys books (32, 161)
Reading Informational Text	
Key Ideas and Details	
With prompting and support, ask and answer questions about key elements in a familiar text.	Answers questions about familiar stories (32, 151)
With prompting and support, recall important facts from a familiar text.	Answers questions about familiar stories (32, 151); Retells a story in sequence (32, 156)
With prompting and support, make a connection between pieces of essential information in a familiar text.	Answers questions about familiar stories (32, 151); Retells a story in sequence (32, 156); Understanding of the difference between reality and fantasy Addressed on page 39
Craft and Structure	
With prompting and support, ask and answer questions about unfamiliar words in informational text.	Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152; Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66; Understand when words are used in unconventional ways Addressed on page 66
Identify the front and back cover of a book	Enjoy books and get a sense of how books work (161)
With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	Enjoys books (32, 161); Enjoy books and get a sense of how books work (161)

Integration of Knowledge and Ideas	
With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	Use drawings or other visuals to add details to verbal descriptions Addressed on page 207; Understand symbols carry meaning Addressed on 86
Range of Reading and Level of Text Complexity	
Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	Engages in group play (42); Enjoys books (32, 161)
Reading: Foundational Skills	
Print Concepts	
Begin to demonstrate understanding of basic features of print.	
a) Follow words from left to right, top to bottom, page by page.	Knows book and print rules (32, 161)
b) Recognize that spoken words can be written and read.	Knows book and print rules (32, 161); Understand that print carries meaning Addressed on page 208
c) Recognize that words are separated by spaces	Knows book and print rules (32, 161)
d) Recognize and name many upper and lower case letters of the alphabet.	Copies and draws simple shapes and letters (14, 16); Knows half or more letter names (24, 120)
Phonological Awareness	
Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	
a) Recognize and produce simple rhyming words.	Recognizes rhyming sounds in words (25); Sings songs, finger plays, and rhymes with increasing accuracy (32, 148)
b) Segment syllables in spoken words by clapping out the number of syllables.	Knows half or more letter sounds (24, 120)
c) Identify many initial sounds of familiar words.	Knows half or more letter sounds (24, 120); Recognizes rhyming sounds in words (25); recognizes alliterative sound in words (25)
Phonics and Word Recognition	
Demonstrate an understanding of beginning phonics and word skills	
a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.	Knows half or more letter sounds (24, 120)
b) (Begins in kindergarten)	b) (Begins in kindergarten)
c) Recognize their name in print as well as other familiar print in the environment.	Recognizes own name in print (24, 136); Writes own name (25, 91) addressed on page 136
Fluency	
Begin to engage in a variety of texts with purpose and understanding.	Recognizes own name in print (24, 136)

	Shows interest in numbers and names of numbers (24, 131); Identifies and names body parts (24); Knows half or more letter names (24, 120)
WRITING	
Text Types and Purposes	
Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities	Writes own name (25, 91) addressed on page 136; Copies and draws simple shapes and letters (14, 16); Uses small muscles in hands to color, cut, paste, and paint (16, 96, 105)
Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities	Understand symbols carry meaning Addressed on 86; Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
Production and Distribution of Writing	
With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	With modeling and support explore a variety of digital tools to express ideas addressed on page 220
Research to Build and Present Knowledge	
With guidance and support, participate in shared research and shared writing projects.	Peer interactions (64, 71, 81); Play with peers 185; Plays with peers, sharing ideas and toys (42, 180, 184)
With guidance and support, recall information from experience or familiar topic to answer a question.	Reflects on past experiences and applies information to new situations (48, 190); Use simple tools to extend investigations Addressed on page 63
Speaking and Listening	
Comprehension and Collaboration	
Participate in conversations and interactions with peers and adults individually and in small and large groups.	
a) Follow-agreed upon rules for discussions during group interactions.	Understands some limits and rules (39, 42, 172); Plays simple games with rules 42; Follows and makes simple rules (42); Speaks when spoken to (30, 32)
b) Continue a conversation through several back and forth exchanges.	Speaks when spoken to (30, 32); Asks questions and seeks answers (32, 151, 156)
Ask and answer questions about a text or other information read aloud or presented orally.	Answers questions about familiar stories (32, 151)
Ask and answer questions to seek help, get information, or follow directions	Seeks and accepts help and information (48, 188)
Presentation of Knowledge and Ideas	
Begin to describe familiar people, places, things, and events and sometimes with detail.	Reflects on past experiences and applies information to new situations (48, 190)

Use drawings or visual displays to add to descriptions to provide additional detail.	Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
With guidance and support, speak audibly and express thoughts, feelings, and ideas.	Expresses feelings and emotions with words (39, 41)
LANGUAGE	
Conventions of Standard English	
Begin to understand the conventions of standard English grammar when speaking during interactions and activities.	
a) Print many alphabet letters.	Copies and draws simple shapes and letters (14, 16); Shows interest in numbers and names of numbers (24, 131); Shows interest in the alphabet (120)
b) Use frequently occurring nouns and verbs.	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155)
c) Form regular plural nouns.	
d) Understand and use question words (e.g., who, what, where, when, why, how).	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Uses correct grammar (30, 32); Understands the meaning of most preschool words (semantics) (32); Uses language socially (pragmatics) (32)
e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Uses correct grammar (30, 32); Understands the meaning of most preschool words (semantics) (32); Uses language socially (pragmatics) (32)
f) Begin to speak in complete sentences.	Uses pronouns in sentences (32); Uses sentences with seven words or more (30, 32)
g) Understands and can follow simple multi-step directions.	Follows 2-3 step directions (32, 148)
Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.	
a) (Begins in kindergarten) b) (Begins in kindergarten)	a) (Begins in kindergarten) b) (Begins in kindergarten)
c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.	Writes own name (25, 91) addressed on page 136; Makes marks or strokes with drawing tools (17, 91)
Vocabulary Acquisition and Use	
Begin to determine the meaning of new words and phrases introduced through preschool reading and content.) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad)	Likes to learn new words (32, 143, 155); Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66; Purposefully explores new things or ideas (47, 193, 194)
With guidance and support, explore word relationships.	

a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).	Sorts or describes objects by one or more attributes (24, 115, 129, 130); Sorts and organizes (25, 129, 130); Sort and create sets 130
b) Begin to understand opposites of simple and familiar words.	Understands the meaning of most preschool words (semantics) (32); Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Understands the words whole and half and uses them in sentences 25
c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).	Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Understands the meaning of most preschool words (semantics) (32)
Use words and phrases acquired through conversations, activities and read alouds.	Likes to learn new words (32, 143, 155); Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66; Understand when words are used in unconventional ways Addressed on page 66
APPROACHES TO LEARNING	
Children demonstrate initiative, engagement, and persistence.	
Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)	Develop friendships 176; Makes friends (42, 176); Engages in group play (42)
Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).	Purposefully explores new things or ideas (47, 193, 194)
Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).	Works at tasks despite distractions and interruptions (48); Persist when frustrated Addressed on page 125, 202-203
Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, “This is hard. Can you help me figure it out?”).	Persist when frustrated Addressed on page 125, 202-203
Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).	Works at tasks despite distractions and interruptions (48); Persist when frustrated Addressed on page 125, 202-203
Children show creativity and imagination.	
Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).	Approaches situations with increasing flexibility (47); Expresses interest in creative movement 25
Use the imagination to solve problems, use materials, role play, write stories, move the	Invents new purposes for objects (47, 190); Role-plays (42, 176)

body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).	
Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	Expresses interest in creative movement 25; Expresses feelings and emotions with words (39, 41)
Children identify and solve problems	
Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")	Problem solving (61, 73, 221); Uses reason to solve problems(19, 24, 63)
Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).	Problem solving (61, 73, 221); Uses reason to solve problems(19, 24, 63); Persist when frustrated Addressed on page 125, 202-203
Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).	Reflects on past experiences and applies information to new situations (48, 190)
Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group)	Reflects on past experiences and applies information to new situations (48, 190)
Children apply what they have learned to new situations.	
Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	Reflects on past experiences and applies information to new situations (48, 190)
Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	Draws basic shapes and expressive art (25); Use drawings or other visuals to add details to verbal descriptions Addressed on page 207
Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).	Uses language to say what he feels, wants, and needs (33); Expresses feelings and emotions with words (39, 41); Is sensitive to the feelings of others (42)
MATHEMATICS	
Children begin to demonstrate an understanding of number and counting.	
Count to 20 by ones with minimal prompting	Counts twenty or more objects with accuracy (25, 131, 136)
Recognize and name one-digit written numbers up to 10 with minimal prompting.	Shows interest in numbers and names of numbers (24, 131); Understand numbers

	represent a quantity Addressed on page 131 and 136; Uses number words to indicate the quantity in small sets of objects Addressed on page 131
Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	Shows interest in numbers and names of numbers (24, 131); Understand numbers represent a quantity Addressed on page 131 and 136; Uses number words to indicate the quantity in small sets of objects Addressed on page 131; Understands concepts such as age, number, and distance (24, 115, 132)
Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):	
(a) Accurately count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration.	Understand numbers represent a quantity Addressed on page 131 and 136; Uses number words to indicate the quantity in small sets of objects Addressed on page 131
(b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).	Counts objects out loud (24, 131, 136); Counts twenty or more objects with accuracy (25, 131, 136)
(c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects.	Estimates numbers in a group (25)
Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).	Place objects in one-to-one correspondence relationships during play Addressed on page 131; Demonstrate understanding of one-to-one correspondence 131
Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).	Uses number words to indicate the quantity in small sets of objects Addressed on page 131
Children demonstrate an initial understanding of numerical operations.	
Represent addition and subtraction by manipulating up to 5 objects:	
(a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”);	Uses number words to indicate the quantity in small sets of objects Addressed on page 131; Estimates numbers in a group (25)
(b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).	Shows interest in numbers and names of numbers (24, 131); Understand numbers represent a quantity Addressed on page 131 and 136
Begin to represent simple word problem data in pictures and drawings.	Introducing mathematics 210

Children begin to conceptualize measurable attributes of objects	
Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).	Sorts or describes objects by one or more attributes (24, 115, 129, 130); Sorts and organizes (25, 129, 130); Sort and create sets 130
Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).	Uses measurement terms (25, 121, 137)
Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	Makes comparisons between objects after observation (24, 130, 132);
Children develop spatial and geometric sense.	
Respond to and use positional words (e.g., in, under, between, down, behind).	Uses positional terms (under, over, through, next) (24, 121)
Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).	Copies and draws simple shapes and letters (14, 16); Names simple shapes(24, 210)
Manipulate, compare and discuss the attributes of:	
(a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).	Copies and draws simple shapes and letters (14, 16); Names simple shapes(24, 210); Draws basic shapes and expressive art (25); Puts puzzle together (14, 17, 62, 101, 123); Puts interlocking puzzles together (24, 101); Sorts or describes objects by one or more attributes (24, 115, 129, 130); Sorts and organizes (25, 129, 130); Sort and create sets 130
(b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).	Builds and stacks with several small blocks (17); Copies and draws simple shapes and letters (14, 16)
SCIENCE	
Children develop inquiry skills.	
Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during	Explore their environment Addressed on page 53, 54, 81, 141-142; Explore weight of objects (137, 143); Purposefully explores new things or ideas (47, 193, 194); Asks questions and seeks answers (32, 151, 156)

<p>sensory explorations, experimentation, and focused inquiry).</p>	
<p>Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).</p>	<p>Makes comparisons between objects after observation (24, 130, 132); Use simple tools to extend investigations Addressed on page 63; Asks questions and seeks answers (32, 151, 156)</p>
<p>Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).</p>	<p>Has a vocabulary of 2,000 to 6,000 words (25, 152, 155); Has and expanding vocabulary up to 6,000 words 33; Interest in and use words that are new or unfamiliar in conversations and play Addressed on page 66</p>
<p>Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.</p>	<p>Plays with peers, sharing ideas and toys (42, 180, 184); Purposefully explores new things or ideas (47, 193, 194); Offers ideas and suggestions (48, 196)</p>
<p>Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).</p>	<p>Makes marks or strokes with drawing tools (17, 91); Use drawings or other visuals to add details to verbal descriptions Addressed on page 207</p>
<p>Children observe and investigate matter and energy.</p>	
<p>Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight</p>	<p>Sorts or describes objects by one or more attributes (24, 115, 129, 130); Sorts and organizes (25, 129, 130); Sort and create sets 130</p>
<p>Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).</p>	<p>Show interest in the outside world (179); Earth - water evaporation 137</p>

Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).	Show interest in the outside world (179)
Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	
Children observe and investigate living things.	
Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	Learn about plants 63; Learn about animals (64, 223); Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14; Identifies and names body parts (24)
Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	Learn about plants 63; Learn about animals (64, 223); Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14
Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	Learn about plants 63; Learn about animals (64, 223); Basic understanding that physical activity helps the body grow and be healthy Addressed on pages 11 and 14
Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).	Makes comparisons between objects after observation (24, 130, 132)
Children observe and investigate the Earth.	
Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).	Earth - water evaporation 137; Explore their environment Addressed on page 53, 54, 81, 141-142; Recognize elements of the natural environment and that they may change over time Addressed on page 211

Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).	Recognize elements of the natural environment and that they may change over time Addressed on page 211
Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	Understanding what weather is 115; Weather Addressed on page 211, 229
Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).	Using recycled materials 63
Children gain experience in using technology.	
Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).	Use simple tools to extend investigations Addressed on page 63; With modeling and support explore a variety of digital tools to express ideas addressed on page 220
SOCIAL STUDIES, FAMILY, AND LIFE SKILLS	
Children identify unique characteristics of themselves, their families, and others.	
Describe characteristics of oneself, one's family, and others	Develop self-confidence - strong sense of self Addressed on pages 35, 83, 208, 221
Demonstrate an understanding of family roles and traditions.	Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
Express individuality and cultural diversity (e.g., through dramatic play).	Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
Children become contributing members of the classroom community.	
Demonstrate understanding of rules by following most classroom routines.	Understands some limits and rules (39, 42, 172); Flexible and adaptable routines Addressed on page 64; Importance of routines Addressed on page 36, 43, 44
Demonstrates responsibility by initiating simple classroom tasks and jobs.	Enjoys helping with household tasks 41; Shows increasing responsibility (42)
Demonstrate appropriate behavior when collaborating with others.	Self control - self regulations Addressed on pages 2, 35, 44

Children demonstrate knowledge of neighborhood and community.	
Develop an awareness of the physical features of the neighborhood/community.	Identifying signs in the community Addressed on page 209
Identify, discuss, and role-play the duties of a range of community workers.	Role-plays (42, 176)
Children develop an awareness of the cultures within their classroom and their community.	
Learn about and respect other cultures within the classroom and community	Is sensitive to the feelings of others (42); Explores music from different cultures 152; Develop an awareness and appreciation of family cultural stories and traditions Addressed on page 152
WORLD LANGUAGES	
Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	
Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	
Say simple greetings, words, and phrases in a language other than their own.	
Comprehend previously learned simple vocabulary in a language other than their own.	
Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	
TECHNOLOGY	
Navigate simple on screen menus.	
Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	With modeling and support explore a variety of digital tools to express ideas addressed on page 220
Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220
Use electronic devices independently.	
Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220
Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”	With modeling and support explore a variety of digital tools to express ideas addressed on page 220

Turn smart toys on and/or off	With modeling and support explore a variety of digital tools to express ideas addressed on page 220
Recognize that the number keys are in a row on the top of the keyboard.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220
Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220
Use a digital camera to take a picture.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220
Begin to use electronic devices to communicate.	
Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220
Use common technology vocabulary.	
Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	With modeling and support explore a variety of digital tools to express ideas addressed on page 220
Begin to use electronic devices to gain information.	
Use the Internet to explore and investigate questions with a teacher's support.	With modeling and support explore a variety of digital tools to express ideas addressed on page 220