

PLAY DOMAIN (PL)			
Engage in play			
3-year-olds	1. With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	4-year-olds	1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.
	2. Initiate and make decisions regarding play and learning activities.		2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
	3. Exhibit creativity and imagination in a variety of forms.		3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).
	4. Demonstrate engagement in various stages of play.		4. Demonstrate active engagement in play.

CURIOSITY AND INITIATIVE DOMAIN (CI)			
Demonstrate curiosity and initiative			
3-year-olds	1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	4-year-olds	1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.
	2. Ask questions to seek new information.		2. Ask questions to seek new information.
	3. Demonstrate an increasing ability to make independent choices.		3. Make independent choices.
	4. With guidance and support, approach tasks and activities with flexibility, imagination, and inventiveness.		4. Approach tasks and activities with increased flexibility, imagination, and inventiveness.

PERSISTENCE AND ATTENTIVENESS DOMAIN (PA)			
Demonstrate persistence and attentiveness			
3-year-olds	1. Follow through to complete a task or activity.	4-year-olds	1. Follow through to complete a task or activity.
	2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience.		2. Demonstrate the ability to remain engaged in an activity or experience.
	3. Seek out and accept help or information when needed from adults and peers, or use a variety of devices or equipment as needed (e.g., using a step stool to reach the sink).		3. Seek out and accept help or information when needed from adults, from peers, or use various devices or equipment (e.g., using a step stool to reach the sink).
Demonstrate problem-solving skills.			
3-year-olds	4. Identify a problem or ask a question.	4-year-olds	4. Identify a problem or ask a question.
	5. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, experiment).		5. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, experiment).
	6. Demonstrate new knowledge by applying prior learning and experiences.		6. Apply prior learning and experiences to build new knowledge.

MUSIC DOMAIN (MU)					
Participate in music related activities					
3-year-olds	1. With guidance and support, create sounds and rhythms using voice, body, instruments, or sound-producing objects.	4-year-olds	1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	kindergarten	Create sound effects and rhythmic accompaniment for songs, rhythms, and stories.
	2. Begin to sing a variety of short songs.		2. Sing a variety of short songs.		Sing and play a variety of short songs in limited melodic range with a steady beat.
	3. With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions).		3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).		Listen to and respond to short works of music.
	4. With guidance and support, identify fast and slow tempos.		4. With prompting and support, identify fast and slow tempos and simple elements of music.		
	5. With guidance and support, recognize a wide variety of sounds.		5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.		Explore the variety of sounds produced in a performance.

DANCE AND MOVEMENT DOMAIN (DM)					
Demonstrate understanding through the use of music					
3s	1. With guidance and support, create simple movements (e.g., twirl, turn around, shake).	4s	1. Create simple movements (e.g., twirl, turn around, shake).	K	Recognize factors that contribute to the creation, meaning, and beauty of dance.
	2. With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).		2. Respond rhythmically to different types of music (e.g., fast, slow).		Respond through movement to verbal instruction and to various stimuli.

THEATRE AND DRAMATIC PLAY DOMAIN (DP)					
Engage in spontaneous dramatic play throughout the day in a variety of centers					
3-year-olds	1. Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	4-year-olds	1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	kindergarten	
	2. With guidance and support, use available materials as either realistic or symbolic props.		2. Use available materials as either realistic or symbolic props.		
	3. With guidance and support, make up new roles from experiences and/or familiar stories.		3. Make up new roles from experiences and/or familiar stories.		Plan improvisations based on personal experiences, heritage, imagination, and literature.
	4. With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people.		4. Imitate characteristics of animals (e.g., sounds animals make) and of people.		Act by playing characters and interacting in improvisations.

VISUAL ARTS DOMAIN (VA)					
Create visual art					
3-year-olds	1. Produce original art (color, paint, draw) using a wide variety of materials and tools.	4-year-olds	1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.	kindergarten	Use a variety of basic materials and art media to produce works of art.
	2. With guidance and support, create art work that reflects an idea, theme, or story.		2. Create art work that reflects an idea, theme, or story.		Apply color, line, shape, texture, and pattern in works of art to communicate ideas.
	3. With guidance and support, describe own art work.		3. Describe own art work.		Recognize basic art vocabulary.

LITERATURE (LI)					
Key ideas and Details					
3-year-olds	1. With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, " <i>What is the duck doing?</i> " or respond to " <i>Tell me about the duck.</i> ")	4-year-olds	1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, " <i>What is the duck doing?</i> " or respond to " <i>Tell me about the duck.</i> ")	kindergarten	With prompting and support, ask and answer questions about key details in a text.
	2. With guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement, or dramatic play.		2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (conversations, drama, props throughout the classroom, creative movement, art, and creative writing).		With prompting and support, retell familiar stories, including key details.
	3. With guidance and support, identify common objects in the pictures in a book.		3. With prompting and support, identify some characters, settings, and/or major events in a story.		With prompting and support, identify characters, settings, and major events in a story.

LITERATURE (LI)					
Craft and Structure					
3-year-olds	4. With guidance and support, exhibit curiosity and interest that print conveys meaning. a. Increase vocabulary through conversations with adults and peers. b. Identify real world print (e.g., labels in the classroom, signs in the community).	4-year-olds	4. Exhibit curiosity and interest in learning words in print. a. Develop new vocabulary from stories. b. Identify environmental print (e.g., word wall, class dictation).	kindergarten	Ask and answer questions about unknown words in a text.
	5. With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).		5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).		Recognize common types of texts (e.g., storybooks, poems).
	6. With guidance and support, identify the terms "author" and "illustrator".		6. With prompting and support, identify the role of the author and illustrator.		With prompting and support, name the author and illustrator in a story and identify the role of each in telling the story.

LITERATURE (LI)					
Integration of Knowledge and Ideas					
3-year-olds	7. With guidance and support, make connections between self and real experiences as they relate to classroom books.	4-year-olds	7. With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).	kindergarten	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	8. (Not applicable to literature)		8. (Not applicable to literature)		(Not applicable to literature)
	9. With guidance and support, recall a sequence of events in familiar stories.		9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how two stories are similar and/or different).		With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Complexity					
	10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) within individual learning centers (e.g., dramatic play, art, writing, math, blocks, science, music, and/or manipulatives).		10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).		Actively engage in group reading activities with purpose and understanding.

INFORMATIONAL TEXT (IT)					
Key Ideas and Details					
3-year-olds	1. With guidance and support, answer questions related to a variety of print materials.	4-year-olds	1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	kindergarten	With prompting and support, ask and/or answer questions about key details in a text.
	2. With prompting and support, identify the main topic/idea and express some details through play (e.g., dramatic play, art, writing, math, blocks, science, music, and/or manipulatives).		2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).		With prompting and support, identify the main topic and tell key details of a text.
	3. With guidance and support, identify the connections between self and events in printed materials (e.g., comparing hats from different cultures with hats people wear in child's life).		3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).		With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

INFORMATIONAL TEXT (IT)					
Craft and Structure					
3-year-olds	4. With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word wall, classroom labels).	4-year-olds	4. Exhibit curiosity and interest about words in a variety of informational texts.	kindergarten	With prompting and support, ask and answer questions about unknown words in a text.
	5. With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.		5. With prompting and support, identify the front cover, back cover, and title page of a book.		Identify the front cover, back cover, and title page of a book.
	6. With guidance and support, identify the terms "author" and "illustrator".		6. With prompting and support, identify the role of the author and illustrator in informational text.		Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text.
Integration of Knowledge and Ideas					
3-year-olds	7. With guidance and support, make connections between self and real life experiences as they relate to classroom books.	4-year-olds	7. With prompting and support, make connections between self and text and/or information and text.	kindergarten	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	8. No developmentally appropriate standard.		8. With prompting and support, explore the purpose of the informational text as it relates to self.		With prompting and support, identify the reasons an author gives to support points in a text.
	9. No developmentally appropriate standard.		9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.		With prompting and support, identify basic similarities and differences between two texts on the same topic.

INFORMATIONAL TEXT (IT)			
Range of Reading and Level of Complexity			
3-year-olds	10. With guidance and support, actively engage in a variety of reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, blocks, science, music, and manipulatives).	4-year-olds	10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).
		kindergarten	Actively engage in group reading activities with purpose and understanding.

FOUNDATIONAL SKILLS (FS)		
Print Concepts		
3-year-olds	<p>1. With guidance and support, demonstrate basic features of print.</p> <p>a. Recognize that spoken words can be written and convey meaning.</p> <p>b. Recognize and name some letters in their first name.</p> <p>c. Recognize some numbers.</p> <p>d. Recognize that print moves from left to right, top to bottom, and page to page.</p>	4-year-olds
	<p>1. With prompting and support, demonstrate understanding of conventions of print.</p> <p>a. Recognize an association between spoken and written words.</p> <p>b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.</p> <p>d. Differentiate letters from numbers.</p> <p>e. Recognize words as a unit of print and understand that letters are grouped to form words.</p> <p>f. Understand that print moves from left to right, top to bottom, and page by page.</p> <p>g. Understand that words are separated by spaces in print.</p>	kindergarten
		<p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lower-case letters of the alphabet.</p>

FOUNDATIONAL SKILLS (FS)		
Phonological Awareness		
3-year-olds	<p>2. With guidance and support, demonstrate an emerging understanding of spoken words and sounds.</p> <p>a. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).</p> <p>b. Explore and recognize rhyming words (e.g., using songs, fingerplays, nursery rhymes, imitation, poetry, and conversations).</p> <p>c. Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).</p> <p>d. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).</p>	4-year-olds
	<p>2. With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.</p> <p>a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).</p> <p>b. Explore and recognize rhyming words (e.g., using songs, fingerplays, nursery rhymes, imitation, poetry, and conversations).</p> <p>c. Demonstrate awareness of the relationship between sounds and letters.</p> <p>d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.</p> <p>e. With prompting and support, isolate and pronounce the initial sounds in words.</p> <p>f. Demonstrate an awareness of ending sounds in words.</p>	
	kindergarten	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p>

FOUNDATIONAL SKILLS (FS)					
Phonological Awareness					
3-year-olds	3. With guidance and support, demonstrate emergent phonological awareness skills (recognize first name in environmental print).	4-year-olds	3. With prompting and support, demonstrate emergent phonics and word analysis skills. a. Demonstrate one-to-one letter correspondence by producing the primary sound of some consonants. b. Recognize own name, environmental print, and some common high-frequency sight words.	kindergarten	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency					
3s	4. With guidance and support, display emergent reading behavior through pretend reading and picture reading.	4s	4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	K	Read emergent-reader texts with purpose and understanding.

WRITING (WR)					
Text Type and Purposes					
3-year-olds	1. With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.	4-year-olds	1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes. a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion. b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe writing. c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.	kindergarten	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
	2. No developmentally appropriate standard.		2. No developmentally appropriate standard.		Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	3. No developmentally appropriate standard.		3. No developmentally appropriate standard.		Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occur, and provide a reaction to what happened.

WRITING (WR)					
Production and Distribution of Writing					
3-year-olds	4. No developmentally appropriate standard.	4-year-olds	4. No developmentally appropriate standard.	kindergarten	(Begins in grade 3).
	5. No developmentally appropriate standard.		5. With guidance and support, respond to questions/suggestions and add details to strengthen illustrations and/or creative writing as needed.		With guidance and support from adults, respond to questions and suggestions from peers and details to strengthen writing as needed.
	6. With guidance and support, begin to experiment with a wide variety of fine motor materials and to hold age appropriate writing instruments (e.g., paint brushes, markers, large crayons, large pencils) to develop eye-hand coordination.		6. With prompting and support, explore a variety of tools (e.g., digital media, art materials) to collaboratively produce and publish creative writing.		With prompting and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

WRITING (WR)					
Research to Build and Present Knowledge					
3-year-olds	7. No developmentally appropriate standard.	4-year-olds	7. With prompting and support, participate in shared research and projects through emergent written representation (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	kindergarten	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	8. No developmentally appropriate standard.		8. With prompting and support, recall information from experiences to answer questions.		With prompting and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4)
	9. No developmentally appropriate standard.		9. No developmentally appropriate standard.		
Range of Writing					
3s	10. No developmentally appropriate standard.	4s	10. No developmentally appropriate standard.	k	(Begins in grade 3)

SPEAKING AND LISTENING (SL)					
Comprehension and Collaboration					
3-year-olds	1. With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings) in a variety of settings (e.g., with peers and adults in small group, large group, and one-on-one interactions).	4-year-olds	1. With guidance and support, participate in small and large group collaborative conversations about <i>prekindergarten topics and texts</i> with peers and adults. a. Engage in prosocial conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings). b. Engage in extended conversations.	kindergarten	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and large groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns before speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
	2. With guidance and support, demonstrate understanding of information by asking and answering questions and responding to directions.		2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.		Confirm understanding of a text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
	3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.		3. With prompting and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.		Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SPEAKING AND LISTENING (SL)					
Presentation of Knowledge and Ideas					
3-year-olds	4. With guidance and support, describe familiar people, places, things, and events.	4-year-olds	4. With prompting and support, describe familiar people, places, things, and events.	kindergarten	Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.
	5. No developmentally appropriate standard.		5. With prompting and support, add drawings or other visual displays to descriptions.		Add drawings or other visual displays to descriptions as desired to provide additional detail.
	6. With guidance and support, demonstrate an emergent ability to express thoughts, feelings, and needs clearly.		6. With prompting and support, demonstrate emergent ability to express thoughts, feelings, and ideas clearly.		Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE (LA)					
Conventions of Standard English					
3-year-olds	<p>1. With guidance and support, demonstrate age appropriate standard English.</p> <p>a. Ask and answer questions.</p> <p>b. Use simple prepositions (e.g., <i>in, out, on, off</i>).</p> <p>c. Use proper words instead of slang or “motherese” (e.g., baby talk).</p>	4-year-olds	<p>1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage <i>when speaking</i>.</p> <p>a. Use frequently occurring nouns and verbs.</p> <p>b. Form regular plural nouns by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>c. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>d. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i>).</p> <p>e. Produce and expand complete sentences in shared language activities.</p>	kindergarten	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lower-case letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>
	<p>2. No developmentally appropriate standard.</p>		<p>2. With prompting and support, demonstrate awareness of the conventions of standard English.</p> <p>a. Write first name, capitalizing the first letter.</p> <p>b. Attempt to write a letter or letters to represent a word.</p> <p>c. Experiment with written representations of words, using emergent knowledge of sound-letter relationships.</p>		<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first words in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds.</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>

LANGUAGE (LA)				
Knowledge of Language				
3s	3. No developmentally appropriate standard.	4s	3. No developmentally appropriate standard.	k (Begins in grade 2).
Vocabulary Acquisition and Use				
3-year-olds	4. With guidance and support, demonstrate vocabulary with the majority of words spoken being understood by adults and peers.	4-year-olds	4. With prompting and support, explore unknown and multiple-meaning words based on preK reading and content. a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	kindergarten Determine of clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.

LANGUAGE (LA)					
Vocabulary Acquisition and Use					
3-year-olds	5. With guidance and support, explore word relationships and word meanings by sorting common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	4-year-olds	5. With guidance and support, explore word relationships and word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).	kindergarten	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.
	6. With guidance and support, use words and phrases acquired (e.g., conversations, experiences, shared reading, being read to).		6. With prompting and support, use words and phrases acquired through conversations, experiences, shared reading, being read to, and responding to texts.		Use words and phrases acquired through conversations, reading, and being read to, and respond to texts.

COUNTING AND CARDINALITY (CC)					
Know number names and the count sequence					
3-year-olds	1. With guidance and support, recite numbers to 5 or beyond from memory.	4-year-olds	1. With prompting and support, recite numbers to 30 in the correct order.	kindergarten	Count to 100 by ones and tens.
	2. With guidance and support, experiment with combination of written representations (e.g., scribbling or drawing).		2. With prompting and support, recognize, name, and experiment with writing numerals 0-10.		Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
					Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

COUNTING AND CARDINALITY (CC)					
Count to tell the number of objects					
3-year-olds	3. No developmentally appropriate standard	4-year-olds	3. With guidance and support, understand the relationship between numerals and quantities. a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate preK materials. b. Match quantities and numerals 0-5	kindergarten	Understand the relationship between numbers and quantities connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
	4. With guidance and support, experiment with counting concrete objects and actions up to 3.		4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered configuration. a. Use the number name of the last object counted to represent the number of objects in a set, using developmentally appropriate preK materials.		Count to answer "how many?" questions as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count that many objects.

COUNTING AND CARDINALITY (CC)					
Compare Numbers					
3-year-olds	5. With guidance and support, experiment with comparing quantities using concrete manipulatives to determine more, less, and same.	4-year-olds	5. Use comparative language (e.g., <i>more than</i> , <i>less than</i> , <i>equal to</i> , or <i>same</i> ) to compare objects, using developmentally appropriate preK materials.	kindergarten	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

OPERATIONS AND ALGEBRAIC THINKING (OA)					
Understand addition as putting together and adding to, and understanding subtraction as taking apart and taking from					
3-year-olds	1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.	4-year-olds	1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate preK materials.	kindergarten	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations.
	2. No developmentally appropriate standard.		2. With guidance and support, model real-world addition and subtraction problems up through 5, using developmentally appropriate preK materials.		Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
	3. With guidance and support, experiment with patterns that are developmentally appropriate (duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping, and patting).		3. With guidance and support, demonstrate an understanding of patterns, using developmentally appropriate preK materials. a. Duplicate and extend simple patterns using concrete objects.		Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=1+4$ ).

MEASUREMENT AND DATA (MD)					
Describe and compare measurable attributes					
3-year-olds	1. With guidance and support, experiment with measurable attributes of everyday objects, such as <i>big, little, tall, short, full, empty, heavy, light</i> .	4-year-olds	1. With guidance and support, recognize measurable attributes of everyday objects, such as length, weight, size, using appropriate vocabulary (e.g., <i>small, big, short, tall, empty, full, heavy, light</i> ).	kindergarten	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
	2. With guidance and support, experiment with ordering two objects using attributes of <i>big, bigger, long, longer, tall, taller, short, and shorter</i> .		2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., <i>bigger, longer, heavier, taller, same weight, same amount</i> ). a. Use nonstandard units of measurement. b. Explore standard tools of measurement.		Directly compare two objects with a measurable attribute in common, to see which object has "more of/less than" the attribute, and describe the differences. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>

MEASUREMENT AND DATA (MD)					
Classify objects and count the number of objects in each category					
3-year-olds	3. With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).	4-year-olds	3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	kindergarten	Classify objects into given categories; count the number of objects in each category and sort the categories by count.

GEOMETRY (GE)					
3-year-olds	Explore, identify, and describe shapes (squares, circles, rectangles)	4-year-olds	Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	kindergarten	Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
	1. With guidance and support, correctly name circles, squares, and triangles.		1. With guidance and support, correctly name shapes.		Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
	2. With guidance and support, recognize circles, squares, and triangles in the environment (e.g., a clock is a circle, cracker is a square, and musical instrument triangle is a triangle).		2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.		Correctly name shapes regardless of their orientation or overall size.
3. No developmentally appropriate standard.	3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").			

GEOMETRY (GE)					
Analyze, compare, create, and compose shapes					
3-year-olds	4. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	4-year-olds	4. With guidance and support, create and represent shapes using developmentally appropriate preK materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).	kindergarten	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
	5. No developmentally appropriate standard.		5. With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).		Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>

GROSS MOTOR SKILLS DOMAIN (GM)			
Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities		Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development and performance of physical activities	
3-year-olds	1. Identify body parts (e.g., knee, foot, arm).	4-year-olds	1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).
	2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).		2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).
		kindergarten	Identify body parts (i.e., knee, foot, arm, etc.) and apply these to different movement activities.
			Demonstrate awareness of immediate surroundings using a variety of movement skills while transferring weight in various directions and pathways.

GROSS MOTOR SKILLS DOMAIN (GM)					
Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities					
3-year-olds	3. With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).	4-year-olds	3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	kindergarten	Develop fundamental locomotor and nonlocomotor skills at an introductory level.
	4. Use various types of equipment (e.g., playground equipment, tricycles, slides).		4. Use various types of equipment (e.g., stationary equipment, wheel equipment, portable equipment).		Explore manipulative skills at an introductory level.
	5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).		5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).		

GROSS MOTOR SKILLS DOMAIN (GM)					
Participate in physical activity for self-expression and/or social interaction					
3-year-olds	6. With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group and moving to songs and music.	4-year-olds		kindergarten	Demonstrate clear contrasts between slow and fast movements AND Demonstrate rhythmic movements, timing, and following a beat at an introductory level

FINE MOTOR SKILLS DOMAIN (FM)					
Demonstrate competency in fine motor skills needed to perform a variety of physical activities					
3-year-olds	1. With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., places small objects in bottle).	4-year-olds	1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., places small objects in bottle).	Kindergarten	

FINE MOTOR SKILLS DOMAIN (FM)					
Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities					
3-year-olds	2. Demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., punches individual computer keys, use clay to form shapes).	4-year-olds	2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., punches individual computer keys, roll snake from clay).	Kindergarten	
	3. Demonstrate emerging (developing) coordination of fine motor muscles to perform simple motor tasks (e.g., tearing, cutting, folding).		3. Demonstrate emerging (developing) coordination of fine motor muscles to perform simple motor tasks (e.g., tearing, cutting, folding, and creasing paper).		

FINE MOTOR SKILLS DOMAIN (FM)					
Participate in fine motor activity for self-expression and/or social interaction					
3-year-olds	4. With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	4-year-olds	4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	Kindergarten	
	5. With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).		5. With prompting and support, participate in group activities involving fine motor experiences (e.g., building together, finger plays, dramatic play).		

FINE MOTOR SKILLS DOMAIN (FM)					
Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities					
3-year-olds	6. With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands with adult supervision, feeding self).	4-year-olds	6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, toileting, washing hands with adult supervision, feeding self).	Kindergarten	

SELF-CARE, HEALTH, AND SAFETY SKILLS (SC)					
Demonstrate an awareness and practice of safety rules					
3-year-olds	1. With guidance and support, identify and follow safety rules (e.g., classroom, home, community).	4-year-olds	1. With prompting and support, identify and follow safety rules (e.g., classroom, home, community).	kindergarten	Follow rules, procedures, and safety practices while recognizing inappropriate behavior.
	2. With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.		2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.		
	3. With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.		3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.		Follow directions and work cooperatively with others during physical activity.

SELF-CARE, HEALTH, AND SAFETY SKILLS (SC)					
Demonstrate an emerging use of standard health practices				Exhibit a physically active lifestyle	
3-year-olds	4. With guidance and support, practice common health routines (e.g., resting, eating healthy, exercising, and using appropriate personal hygiene).	4-year-olds	4. With prompting and support, practice common health routines (e.g., rest, meals, exercise, and personal hygiene).	kindergarten	
	5. With guidance and support, participate in a variety of physical activities.		5. With prompting and support, participate in a variety of physical activities.		Regularly participate in physical activities in school settings and out of school settings individually and as a group.

	6. With guidance and support, identify nutritious foods.		6. With prompting and support, identify nutritious foods (e.g., recognize source [animal, plant], prepare, eat, and choose healthy foods).		
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SCIENTIFIC METHOD AND INQUIRY (SI)			
Engage in simple investigations		Ask questions and find answers by scientific investigation	
3-year-olds	1. With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).	4-year-olds	1. Make observations, predictions, and ask questions about natural occurrences or events.
	2. With guidance and support, ask questions about objects, tools, and materials and compare, sort, classify, and order objects.		2. Describe, compare, sort, classify, and order objects.
	3. With guidance and support, use a variety of simple tools to make investigations.		3. Use a variety of simple tools to make investigations.
	4. No developmentally appropriate standard.		4. Explore materials, objects, and events and notice cause and effect.
	5. No developmentally appropriate standard.		5. Describe and communicate observations, results, and ideas.
	6. With guidance and support, work collaboratively with others.		6. Work collaboratively with others.
	7. With guidance and support, identify the body parts associated with the use of each of the five senses.		7. Identify and name the body parts associated with the use of each of the five senses.
	8. No developmentally appropriate standard.		8. Describe similarities and differences in the environment using the five senses.
kindergarten			Demonstrate an understanding of a simple investigation by asking questions.
			Compare, sort, and group objects according to size, shape, color, and texture.
			Identify simple tools used to gather information.
			Recognize that people have always had questions about their world and identify science as one way of answering questions and explaining the natural world.
			Describe ideas using drawings and oral expression.

PHYSICAL SCIENCE (PS)					
Develop awareness of observable properties of objects and materials			Identify properties of objects and materials, position and motion of objects, and properties of magnetism		
3-year-olds	1. Begin to manipulate and explore a wide variety of objects and materials.	4-year-olds	1. Manipulate and explore a wide variety of objects and materials.	kindergarten	
	2. With guidance and support, describe objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).		2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).		Classify properties of objects and materials according to their observable characteristics.
	3. With guidance and support, identify position and movement of people and objects (e.g., over, under, in, out, sink, float).		3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).		
	4. No developmentally appropriate standard.		4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).		Compare types of forces and motion.

LIFE SCIENCE (LS)					
Develop an awareness of living things		Acquire scientific knowledge related to life science		Understand characteristic, structures, life cycles, and environments of organisms	
3-year-olds	1. With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).	4-year-olds	1. Name, describe, and distinguish plants, animals, and people by observable characteristics.	kindergarten	Group animals and plants by their physical features (e.g., size, appearance, color). AND Compare and contrast physical characteristics of humans.
	2. With guidance and support, describe individual characteristics of self, other living things, and people.		2. Describe plant, animal, and human life cycles.		Classify properties of objects and materials according to their observable characteristics.
	3. No developmentally appropriate standard.		3. Describe the needs of living things.		Classify parts of the human body that help it seek, find, and take in food when it feels hunger.
	4. No developmentally appropriate standard.		4. Compare and contrast characteristics of living and nonliving things.		Recognize and compare the differences between living organisms and non-living materials.

EARTH SCIENCE DOMAIN (ES)					
Develop an awareness of earth science and space		Apply scientific knowledge related to earth science and space		Understand properties of Earth materials, objects in the sky, and changes in Earth and sky	
3-year-olds	1. With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy).	4-year-olds	1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).	kindergarten	Collect and display local weather data.
	2. Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).		2. Identify characteristics of the clouds, sun, moon, and stars.		Describe the effects of the sun on living and non-living things. AND Identify the sun as Earth's source of light and heat and describe changes in shadows over time.
	3. With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves).		3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).		Sort, separate, and classify Earth materials (e.g., clay, silt, sand, pebbles, gravel) using various strategies. AND Identify and describe properties of Earth materials.

TECHNOLOGY DOMAIN (TE)			
Identify and explore a variety of technology tools			
3-year-olds	1. With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).	4-year-olds	1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.
	2. No developmentally appropriate standard.		2. Use technology tools to gather and/or communicate information.
	3. No developmentally appropriate standard.		3. With prompting and support, invent and construct simple objects or structures using technology tools.

SOCIAL DEVELOPMENT DOMAIN (SD)			
Build and maintain relationships with others			
3-year-olds	1. Interact appropriately with familiar adults. a. With guidance and support, communicate to seek out help with a difficult task, to find comfort, and to obtain security. b. With guidance and support, engage with a variety of familiar adults.	4-year-olds	1. Interact appropriately with familiar adults. a. Communicate to seek out comfort, security, and help with difficult tasks. b. Engage with a variety of familiar adults for a specific purpose.
	2. Interact appropriately with other children. a. Begin to engage in positive interactions and communications with classmates. b. Begin to develop relationships and share a friendship with one or two peers. c. With guidance and support, ask permission to use materials belonging to someone else.		2. Interact appropriately with other children. a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials). b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others). c. Ask permission to use items or materials of others. d. Acknowledge needs and rights of others (e.g., "It's your turn in the swing").
	3. Express empathy and care for others. a. With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer). b. Begin to offer and accept encouraging and courteous words to demonstrate kindness. c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad").		3. Express empathy and care for others. a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer). b. Offer and accept encouraging and courteous words to demonstrate kindness. c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad").

SOCIAL DEVELOPMENT DOMAIN (SD)	
Work productively toward common goals and activities	
3-year-olds	<p>4. Participate successfully as a member of a group.</p> <p>a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</p> <p>b. With guidance and support, sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).</p> <p>c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).</p>
	<p>5. Join ongoing activities in acceptable ways.</p> <p>a. Begin to express to others a desire to play (e.g., "I want to play").</p> <p>b. With guidance and support, lead and follow.</p> <p>c. With guidance and support, move into group with ease.</p>
	<p>6. Resolve conflicts with others.</p> <p>a. With guidance and support, use discussions and negotiations to reach a compromise (e.g., "I had the drum first or you can have it when this song is over").</p> <p>b. With guidance and support, use courteous words and actions (e.g., "Please give me the book." "I'm sorry I stepped on your mat.").</p>
4-year-olds	<p>4. Participate successfully as a member of a group.</p> <p>a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).</p> <p>b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).</p> <p>c. Accept assigned duties during play of classroom management routines (clean-up responsibilities).</p>
	<p>5. Join ongoing activities in acceptable ways.</p> <p>a. Express to others a desire to play (e.g., "I want to play").</p> <p>b. Lead and follow.</p> <p>c. Move into groups with ease.</p>
	<p>6. Resolve conflicts with others.</p> <p>a. With prompting and support, use strategies of discussion and negotiations to reach a compromise (e.g., "I had the drum first. You can have it when this song is over").</p> <p>b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.").</p>

EMOTIONAL DEVELOPMENT DOMAIN (ED)			
Demonstrate awareness of self and capabilities			
3-year-olds	1. Demonstrate trust in self. a. Begin to make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I will...", "I can...", "I did..."). b. Begin to identify own emotions (e.g., say, "I feel...") and express pride in accomplishments (e.g., "I did it!").	4-year-olds	1. Demonstrate trust in self. a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can...", "I will...", "I did..."). b. Identify own emotions and express pride in accomplishments (e.g., say, "I fell...", "I did it!").
	2. Develop personal preferences. a. Begin to express independence, interest and curiosity (e.g., say, "I can...", "I choose...", "I want..."). b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).		2. Develop personal preferences. a. Express independence, interest, and curiosity (e.g., say, "I can...", "I choose...", "I want..."). b. Select and complete tasks (e.g., finish a puzzle or drawing).
	3. Show flexibility, inventiveness, and interest in solving problems. a. With guidance and support, make alternative choices (e.g., move to another area when a center is full). b. With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).		3. Show flexibility, inventiveness, and interest in solving problems. a. Make alternative choices (e.g., move to another area when a center is full). b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).
	4. Know personal information. a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color). b. Begin to refer to self by first name. c. With guidance and support, know parents' /guardians' names.		4. Know personal information. a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color). b. Refer to self by first and last name. c. Know parents' /guardians' names

Recognize and adapt expressions, behaviors, and actions			
3-year-olds	<p>5. Show impulse control with body and actions.</p> <p>a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).</p> <p>b. With guidance and support, follow procedures or routines.</p> <p>c. With guidance and support, transition appropriately and with ease within environments.</p>	4-year-olds	<p>5. Show impulse control with body, words, and actions.</p> <p>a. Control own body in space (e.g., moves safely through room without harm to self or others).</p> <p>b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).</p> <p>c. transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).</p>
	<p>6. Manage emotions.</p> <p>a. With guidance and support, progress, from being upset to being calm (e.g., breathe deeply to regain self-control).</p> <p>b. With guidance and support, recognize emotions (e.g., "I am really mad.").</p> <p>c. With guidance and support, express feelings through appropriate gestures, actions, and language.</p> <p>d. With guidance and support, express frustration and anger without harming self, others, or property.</p>		<p>6. Manage emotions.</p> <p>a. With prompting and support, progress from upset to calm (e.g., breathe deeply to regain self control).</p> <p>b. With prompting and support, recognize emotions (e.g., "I am really mad").</p> <p>c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy").</p> <p>d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck").</p>
	<p>7. Follow procedures and routines with teacher support.</p> <p>a. Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).</p> <p>b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).</p> <p>c. Begin to take turns and to share information with others (e.g., interact during group time).</p>		<p>7. Follow simple procedures and routines with teacher support.</p> <p>a. Follow one or two step directions (e.g., move appropriately when transitions are announced).</p> <p>b. Use materials with care and safety (e.g., use scissors to cut paper).</p> <p>c. Take turns sharing information with others (e.g., interact during group time).</p>
	<p>8. Demonstrate flexibility in adapting to different environments.</p> <p>a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground).</p> <p>b. With guidance and support, follow rules (e.g., use outside/inside voice) in different settings.</p>		<p>8. Demonstrate flexibility in adapting to different environments.</p> <p>a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).</p> <p>b. Follow rules (e.g., outside voice, inside voice) in different settings.</p>

FAMILY AND COMMUNITY DOMAIN (FC)				
Understand self in relation to the family and the community				
	1. Begin to identify self as a member of a family, the learning community, and local community.		1. Identify self as a member of a family, the learning community, and local community.	
	2. With guidance and support, identify similarities and differences in people.		2. With prompting and support, identify similarities and differences in people.	
	3. With guidance and support, describe some family traditions.		3. With prompting and support, describe some family traditions.	Describe ways people celebrate their diverse cultural heritages.
	4. With guidance and support, identify some similarities and some differences in family structure, culture, ability, language, age, and gender.		4. Identify some similarities and some differences in family structure, culture, ability, language, age, and gender.	
Understand the concept of individual rights and responsibilities				
	5. With guidance and support, demonstrate responsible behavior related to daily routines.		5. With prompting and support, demonstrate responsible behavior related to daily routines.	State the importance of classroom and school rules and the consequences of failing to obey them.
	6. With guidance and support, explain some rules in the home and in the classroom. a. Identify some rules for different settings. b. Identify appropriate choices to promote positive interactions.		6. With prompting and support, explain some rules in the home and in the classroom. a. Identify some rules for different settings. b. Identify appropriate choices to promote positive interactions.	Distinguish between rights and responsibilities of individuals in relation to different social groups including, family, peer group, and classmates (e.g., courteous public behavior, honesty, self-control, respect for the rights and property of others, fairness, etc.).

	7. With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).		7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).		Name some figures of authority and their position in upholding human and civil rights (e.g., parents, teachers, principal).
	8. With guidance and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).		8. With prompting and support, identify some positive character traits of self and others (e.g., respectful, kind, fair, friendly).		
	9. With guidance and support, describe a simple sequence of familiar events.		9. With prompting and support, describe a simple sequence of familiar events.		

OUR WORLD DOMAIN (OW)					
Understand the importance of people, resources, and the environment					
	1. With guidance and support, treat classroom materials and the belongings of others with care.		1. Treat classroom materials and the belongings of others with care.		
	2. With guidance and support, identify location and some physical features of familiar places in the environment.		2. With prompting and support, identify location and some physical features of the environment (e.g., features of familiar places, use classroom icons to locate items).		Use terms related to location, direction, size, and distance.
	3. With guidance and support, use money in pretend play in order to set in motion an understanding the role money plays in the environment (e.g., play store or restaurant).		3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).		

<p>4. Begin to use a variety of technology tools (e.g., telephone, cash register, and computer), either real or pretend, that affect daily life interactions and activities.</p>	<p>4. Use a variety of technology tools, (e.g., telephone, cash register, and computer), either real or pretend, that affect daily life interactions and activities.</p>	
<p>5. With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).</p>	<p>5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, littering).</p>	<p>Discuss the importance of careful use of classroom and home resources to avoid waste.</p>

<p><b>HISTORY AND EVENTS DOMAIN (HE)</b></p>		
<p>Understand events that happened in the past</p>		<p>Understand and discuss the traditions of various groups of people</p>
<p>1. With guidance and support, describe a simple series of familiar events.</p>	<p>1. With prompting and support, describe a simple series of familiar events.</p>	
<p>2. With guidance and support, begin to understand events that happened in the past.</p>	<p>2. Recognize events that happened in the past.</p>	<p>Name historically significant events as they relate to self and family.</p>