Objectives for Development & Learning

Social–Emotional

1. Regulates own emotions and behaviors
   a. Manages feelings
   b. Follows limits and expectations
   c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
   a. Forms relationships with adults
   b. Responds to emotional cues
   c. Interacts with peers
   d. Makes friends
3. Participates cooperatively and constructively in group situations
   a. Balances needs and rights of self and others
   b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
   a. Uses fingers and hands
   b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
   a. Comprehends language
   b. Follows directions
9. Uses language to express thoughts and needs
   a. Uses an expanding expressive vocabulary
   b. Speaks clearly
   c. Uses conventional grammar
   d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
    a. Engages in conversations
    b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
    a. Attends and engages
    b. Persists
    c. Solves problems
    d. Shows curiosity and motivation
    e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
    a. Recognizes and recalls
    b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
    a. Thinks symbolically
    b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness
    a. Notices and discriminates rhyme
    b. Notices and discriminates alliteration
    c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
    a. Identifies and names letters
    b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
    a. Uses and appreciates books
    b. Uses print concepts
18. Comprehends and responds to books and other texts
    a. Interacts during read-alouds and book conversations
    b. Uses emergent reading skills
    c. Retells stories
19. Demonstrates emergent writing skills
    a. Writes name
    b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
    a. Counts
    b. Quantifies
    c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
    a. Understands spatial relationships
    b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

The Arts

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language

English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

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Objective 1 Regulates own emotions and behaviors

a. Manages feelings

Not Yet	1	2	3	4	5	6	7	8	9
		Uses adult support to calm self • Calms self when touched gently, patted, massaged, rocked, or hears a soothing voice • Turns away from source of overstimulation and cries, but is soothed by being picked up		**Comforts self by seeking out special object or person** • Gets teddy bear from cubby when upset • Sits next to favorite adult when sad		**Is able to look at a situation differently or delay gratification** • When the block area is full, looks to see what other areas are available • Scowls and says, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."		**Controls strong emotions in an appropriate manner most of the time** • Asserts, "I'm mad. You're not sharing the blocks! I'm going to play with the ramps." • Says, "I'm so excited! We're going to the zoo today!" while jumping up and down	

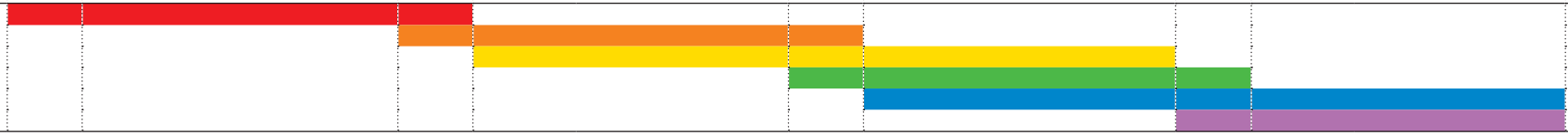
b. Follows limits and expectations

Not Yet	1	2	3	4	5	6	7	8	9
		Responds to changes in an adult's tone of voice and expression • Looks when adult speaks in a soothing voice • Appears anxious if voices are loud or unfamiliar • Touches the puddle of water when adult smiles encouragingly		**Accepts redirection from adults** • Moves to the sand table at suggestion of adult when there are too many at the art table • Initially refuses to go inside but complies when the teacher restates the request		**Manages classroom rules, routines, and transitions with occasional reminders** • Indicates that only four persons may play at the water table • Cleans up when music is played • Goes to rest area when lights are dimmed		**Applies rules in new but similar situations** • Walks and uses a quiet voice in the library • Runs and shouts when on a field trip to the park • Listens attentively to a guest speaker	

Objective 1 Regulates own emotions and behaviors

c. Takes care of own needs appropriately

Not Yet	1	2	3	4	5	6	7	8	9
		Indicates needs and wants; participates as adult attends to needs • Cries to show discomfort, hunger, or tiredness • Opens mouth when food is offered • Raises knees to chest when on back for diaper changing • Pulls off own socks • Raises arms while being lifted out of buggy		**Seeks to do things for self** • Asserts own needs by pointing, gesturing, or talking • Holds hands under faucet and waits for adult to turn on water • Tries to zip jacket, but throws to ground in frustration • Attempts to clean up toys		**Demonstrates confidence in meeting own needs** • Washes hands and uses towel to dry • Stays involved in activity of choice • Uses materials, utensils, and brushes appropriately • Takes off coat and hangs it up • Puts away toys • Volunteers to feed the fish		**Takes responsibility for own well-being** • Completes chosen task • Waits for turn to go down slide • Creates a "Do not touch" sign for construction • Tells why some foods are good for you • Takes care of personal belongings	



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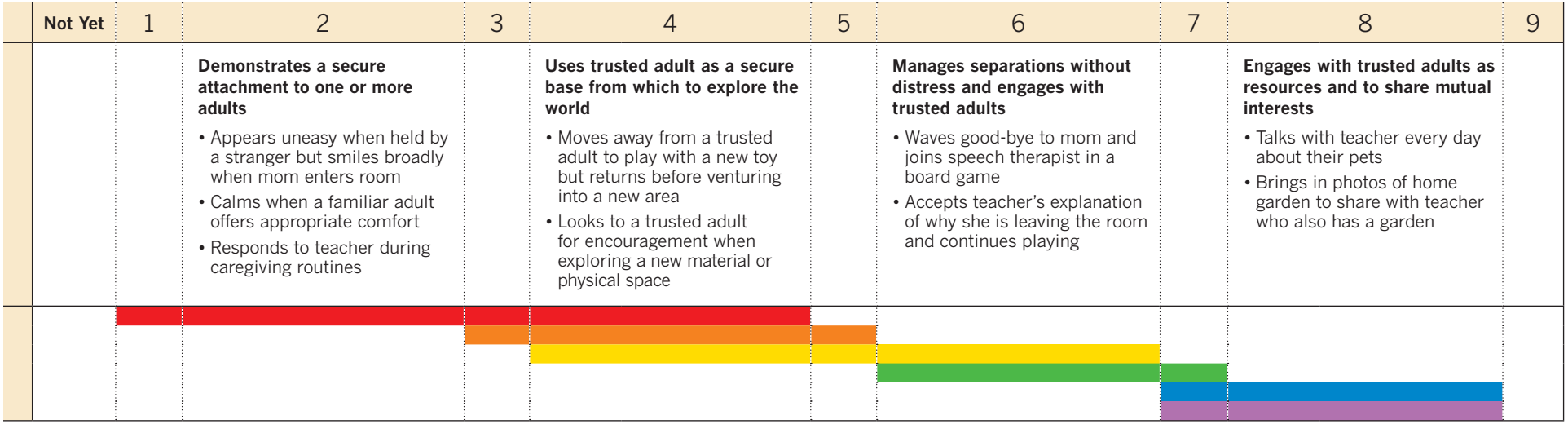
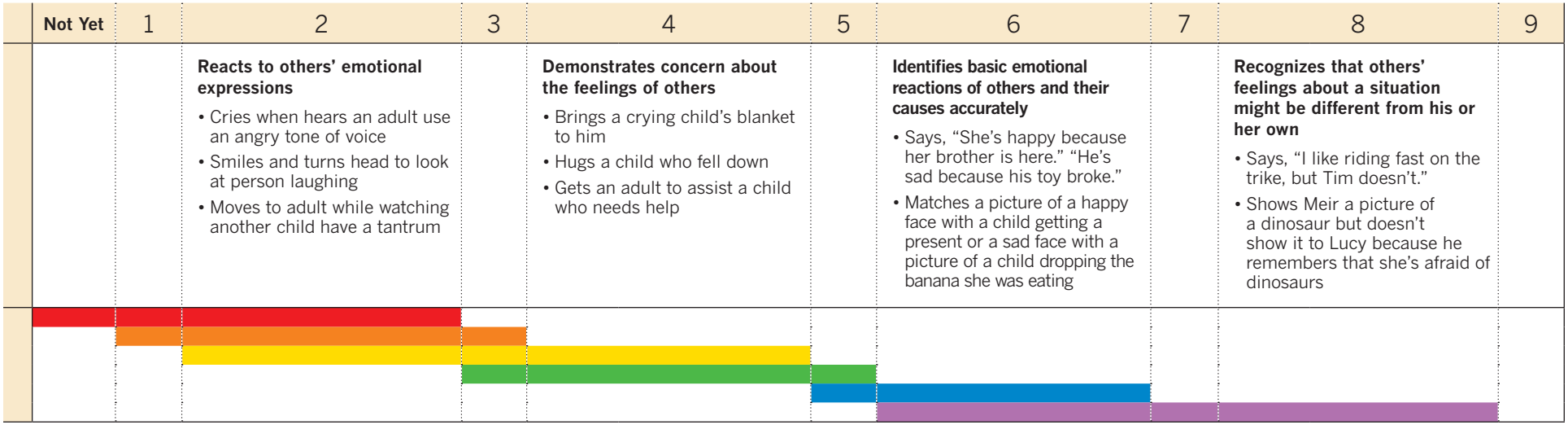
Objective 2 Establishes and sustains positive relationships

a. Forms relationships with adults



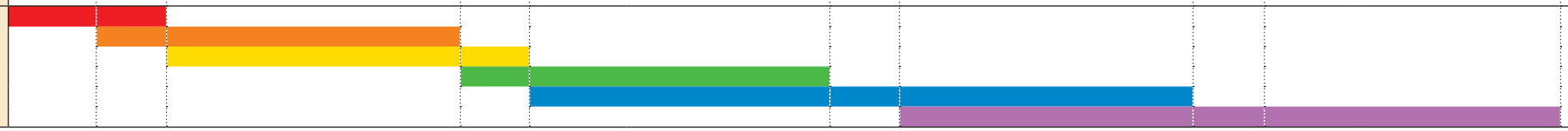
b. Responds to emotional cues



Objective 2 Establishes and sustains positive relationships

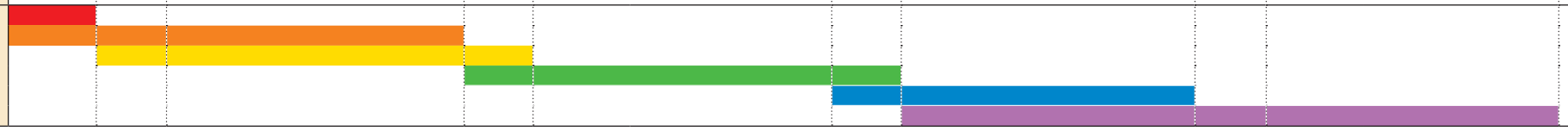
c. Interacts with peers

Not Yet	1	2	3	4	5	6	7	8	9
		Plays near other children; uses similar materials or actions • Sits next to child playing an instrument • Imitates other children building with blocks • Looks at other child's painting and chooses the same color		**Uses successful strategies for entering groups** • Watches what other children are doing for a few minutes and then contributes an idea • Asks, "Can I run with you?"		**Initiates, joins in, and sustains positive interactions with a small group of two to three children** • Sees group pretending to ride a bus and says, "Let's go to the zoo on the bus." • Enters easily into ongoing group play and plays cooperatively		**Interacts cooperatively in groups of four or five children** • Works on tasks with others toward a common goal • Plays and works together for extended periods of time	



d. Makes friends

Not Yet	1	2	3	4	5	6	7	8	9
		Seeks a preferred playmate; shows pleasure when seeing a friend • Leaves library area to greet another child upon his arrival • Seeks preferred child to sit next to at group time		**Plays with one or two preferred playmates** • Builds block tower with another child during choice time and then looks at books with same child later in the day • Joins same two friends for several days to play a running game outside		**Establishes a special friendship with one other child, but the friendship might only last a short while** • Talks about having friends and what friends do together • Seeks out particular friend for selected activities on a regular basis		**Maintains friendships for several months or more** • Finds her friend's favorite purple marker and gives it to her • Works through a conflict and remains friends after a disagreement	



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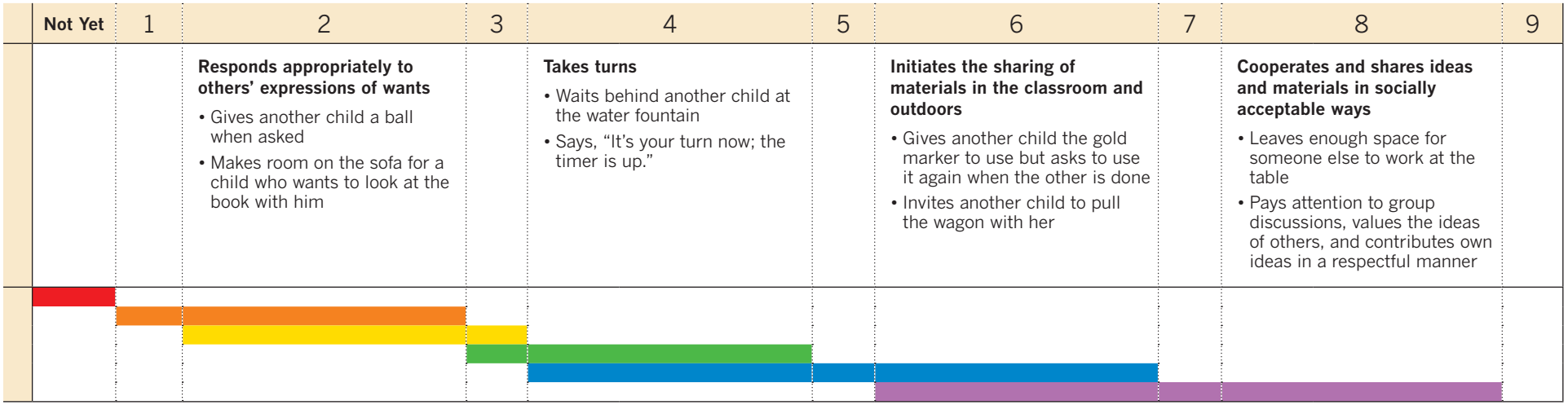
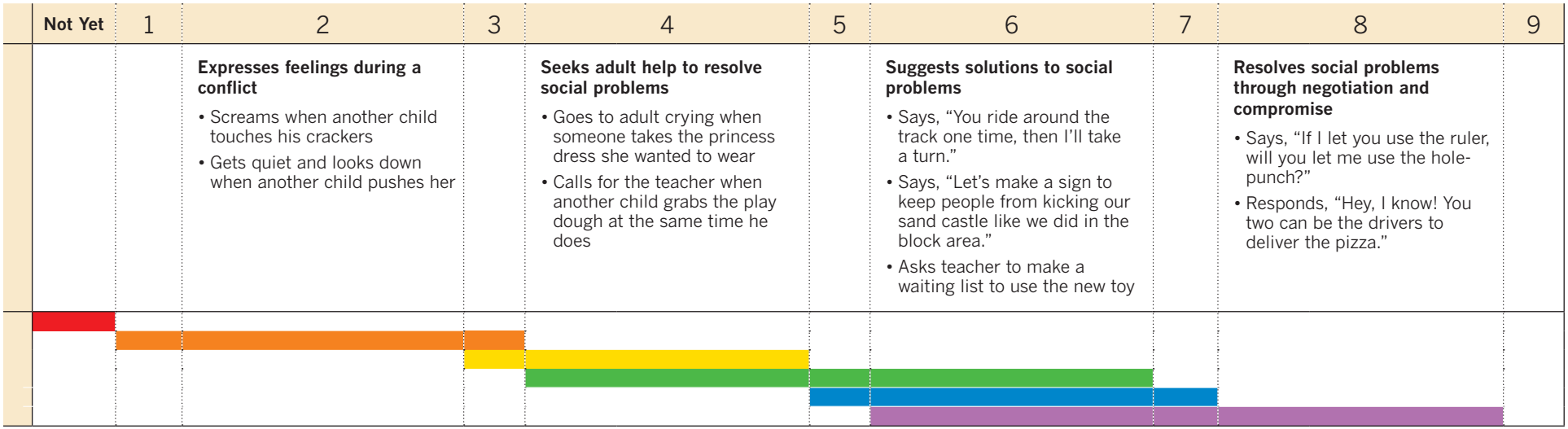
Objective 3 Participates cooperatively and constructively in group situations

a. Balances needs and rights of self and others

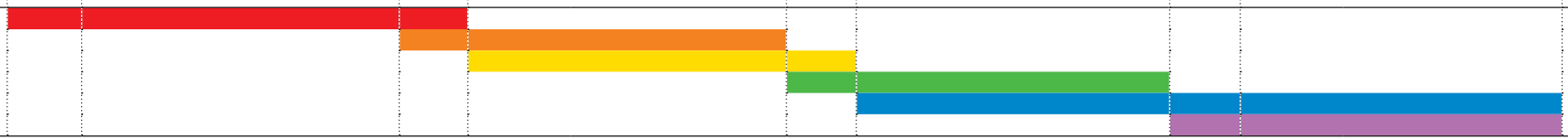


b. Solves social problems



Objective 4 Demonstrates traveling skills

Not Yet	1	2	3	4	5	6	7	8	9
		Moves to explore immediate environment • Rolls over several times to get toy • Crawls • Cruises • Takes a few steps • Takes steps, pushing a push-toy or chair • Moves from crawling to sitting and back again		**Experiments with different ways of moving** • Walks across room • Uses a hurried walk • Walks backwards • Pushes riding toy with feet while steering • Uses a walker to get to the table • Marches around room		**Moves purposefully from place to place with control** • Runs • Avoids obstacles and people while moving • Starts and stops using wheelchair • Walks up and down stairs alternating feet • Climbs up and down on playground equipment • Rides tricycle using pedals • Gallops, but not smoothly		**Coordinates complex movements in play and games** • Runs smoothly and quickly, changes directions, stops and starts quickly • Steers wheelchair into small playground spaces • Jumps and spins • Moves through obstacle course • Gallops and skips with ease • Plays "Follow the Leader" using a variety of traveling movements	



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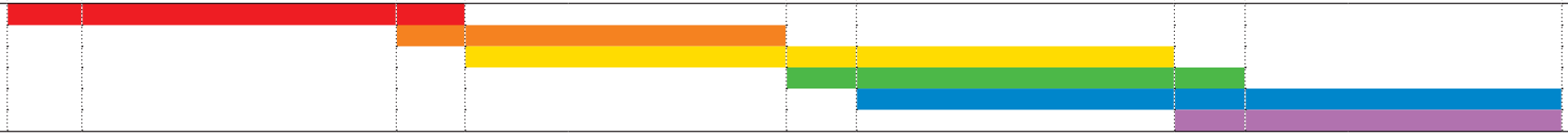
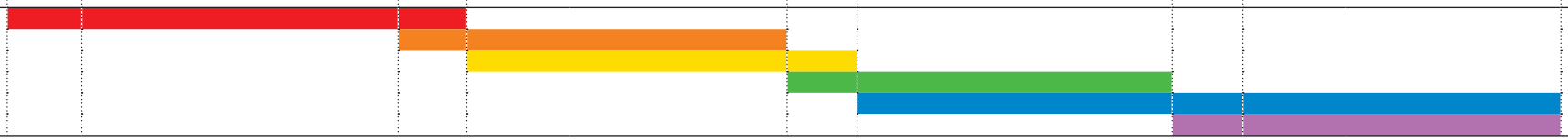
Objective 5 Demonstrates balancing skills

Not Yet	1	2	3	4	5	6	7	8	9
		Balances while exploring immediate environment • Sits propped up • Rocks back and forth on hands and knees • Sits a while and plays with toys • Sits and reaches for toys without falling		**Experiments with different ways of balancing** • Squats to pick up toys • Stands on tiptoes to reach something • Gets in and out of a chair • Kneels while playing • Straddles a taped line on the floor • Sidesteps across beam or sandbox edge		**Sustains balance during simple movement experiences** • Walks forward along sandbox edge, watching feet • Jumps off low step, landing on two feet • Jumps over small objects • Holds body upright while moving wheelchair forward		**Sustains balance during complex movement experiences** • Hops across the playground • Hops on one foot then the other • Walks across beam or sandbox edge forward and backwards • Attempts to jump rope	



Objective 6 Demonstrates gross-motor manipulative skills

Not Yet	1	2	3	4	5	6	7	8	9
		Reaches, grasps, and releases objects • Reaches for object • Pushes ball • Drops objects • Grasps a rolled ball or other object with two hands • Bats or swipes at a toy		**Manipulates balls or similar objects with stiff body movements** • Carries a large ball while moving • Flings a beanbag • Throws a ball or other object by pushing it with both hands • Catches a large, bounced ball against body with straight arms • Kicks a stationary ball		**Manipulates balls or similar objects with flexible body movements** • Throws a ball or other object • Traps thrown ball against body • Tosses beanbag into basket • Strikes a balloon with large paddle • Kicks ball forward by stepping or running up to it		**Manipulates balls or similar objects with a full range of motion** • Steps forward to throw ball and follows through • Catches large ball with both hands • Strikes stationary ball • Bounces and catches ball • Kicks moving ball while running	



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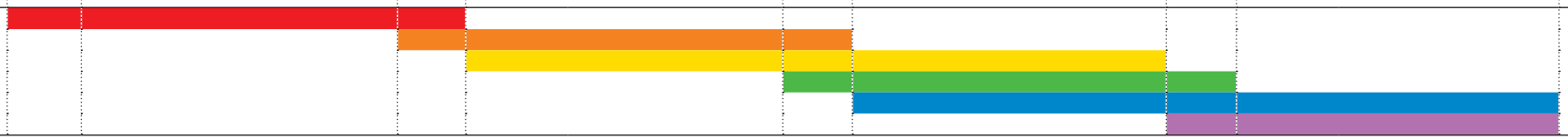
Objective 7 Demonstrates fine-motor strength and coordination

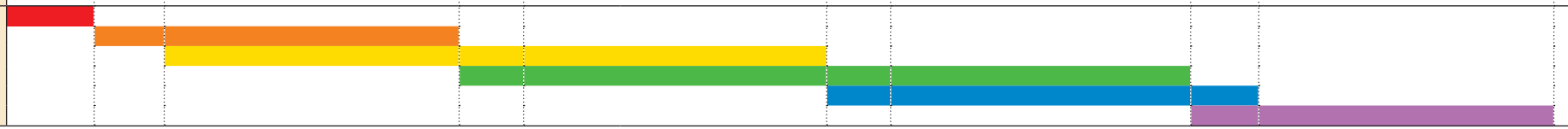
a. Uses fingers and hands

Not Yet	1	2	3	4	5	6	7	8	9
		Reaches for, touches, and holds objects purposefully • Bats or swipes at a toy • Transfers objects from one hand to another • Releases objects voluntarily • Rakes and scoops objects to pick them up • Picks up food with fingers and puts in mouth • Bangs two blocks together • Crumbles paper		**Uses fingers and whole-arm movements to manipulate and explore objects** • Places shape in shape sorter • Points at objects and pokes bubbles • Releases objects into containers • Uses spoon and sometimes fork to feed self • Dumps sand into containers • Unbuttons large buttons • Rotates knobs • Tears paper		**Uses refined wrist and finger movements** • Squeezes and releases tongs, turkey baster, squirt toy • Snips with scissors • Strings large beads • Pours water into containers • Pounds, pokes, squeezes, rolls clay • Buttons, zips, buckles, laces • Uses hand motions for "Itsy Bitsy Spider" • Turns knobs to open doors • Uses eating utensils • Sews lacing cards • Cuts along straight line		**Uses small, precise finger and hand movements** • Uses correct scissors grip • Attempts to tie shoes • Pushes specific keys on a keyboard • Arranges small pegs in pegboard • Strings small beads • Cuts out simple pictures and shapes, using other hand to move paper • Cuts food • Builds a structure using small Legos®	



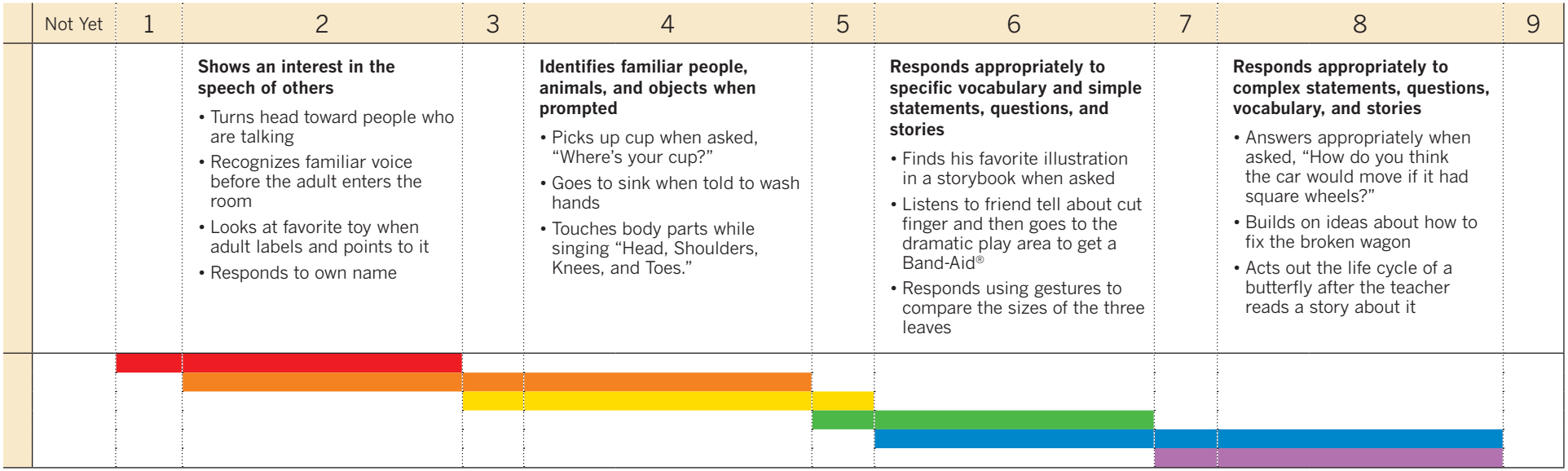
b. Uses writing and drawing tools

Not Yet	1	2	3	4	5	6	7	8	9
		Grasps drawing and writing tools, jabbing at paper		**Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks**		**Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end**		**Uses three-point finger grip and efficient hand placement when writing and drawing**	

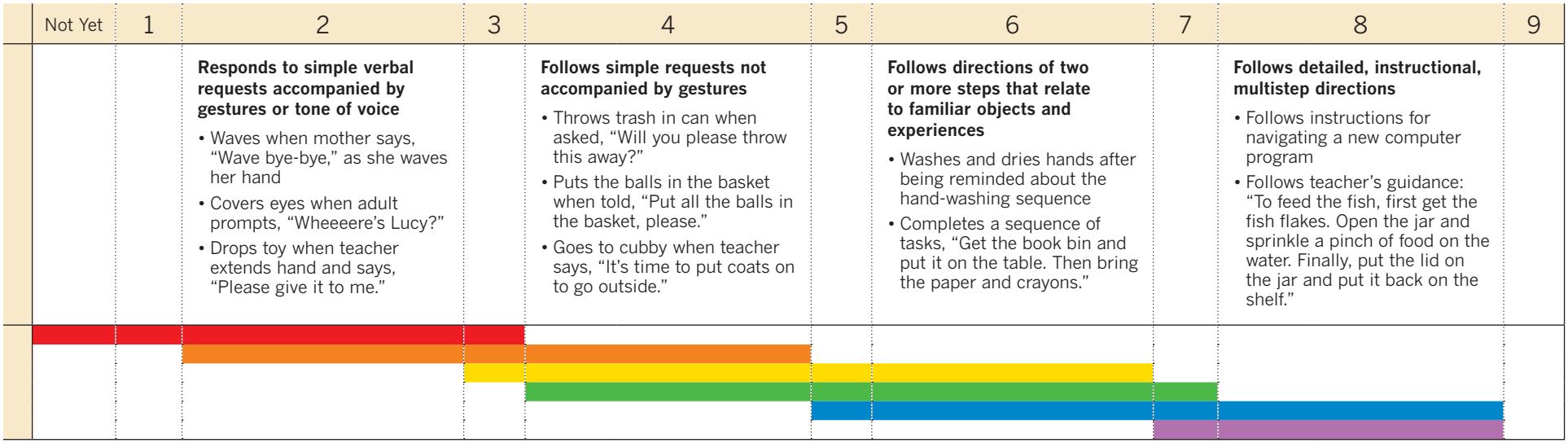


Objective 8 Listens to and understands increasingly complex language

a. Comprehends language



b. Follows directions



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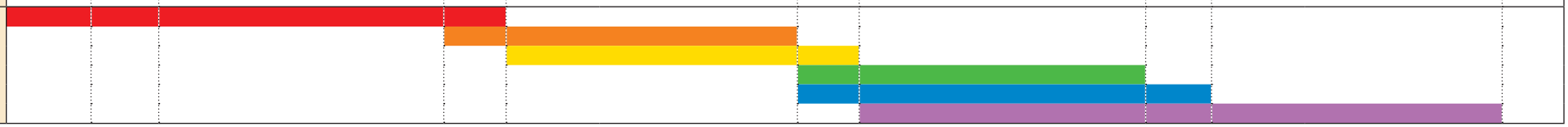
Objective 9 Uses language to express thoughts and needs

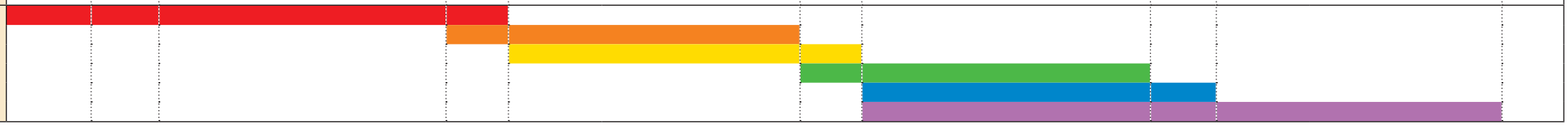
a. Uses an expanding expressive vocabulary

Not Yet	1	2	3	4	5	6	7	8	9
		Vocalizes and gestures to communicate • Coos and squeals when happy • Cries after trying several times to get toy just out of reach • Waves hands in front of face to push away spoon during a feeding • Uses hand gestures to sign or indicate "more"		**Names familiar people, animals, and objects** • Says, "Nana," when grandmother comes into the room • Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm		**Describes and tells the use of many familiar items** • When making pancakes, says, "Here is the beater. Let me beat the egg with it." • Responds, "We used the big, red umbrella so we both could get under it."		**Incorporates new, less familiar or technical words in everyday conversations** • Uses a communication device to say, "My bird went to the vet. He has a disease. He's losing his feathers." • Says, "I'm not sure I can put it together. It's complicated."	



b. Speaks clearly

Not Yet	1	2	3	4	5	6	7	8	9
		Babbles strings of single consonant sounds and combines sounds • Says, "M-m-m;" "D-d-d" • Says, "Ba-ba-ba" • Babbles with sentence-like intonation		**Uses some words and word-like sounds and is understood by most familiar people** • Refers to grandma as "Gum-gum" • Asks, "Where bankit?" and a friend brings his blanket to him • Says, "No go!" to indicate she doesn't want to go inside		**Is understood by most people; may mispronounce new, long, or unusual words** • Says, "I saw ants and a hoppergrass" (grasshopper) • Speaks so is understood by the school visitor		**Pronounces multisyllabic or unusual words correctly** • Says, "Oh, that one has layers, it's a *sedimentary* rock." • Says, "What does *ostracize* mean?" after hearing the word read in *Abiyoyo*	



Objective 9 Uses language to express thoughts and needs

c. Uses conventional grammar

Not Yet	1	2	3	4	5	6	7	8	9
		Uses one- or two-word sentences or phrases • Asks, "More?" • Says, "Daddy go." • Uses one word, "Juice," to mean, "I want some juice."		**Uses three- to four-word sentences; may omit some words or use some words incorrectly** • Says, "Bed no go." • Says, "Daddy goed to work." • Responds, "I want banana," when asked what she wants for snack		**Uses complete, four- to six-word sentences** • Says, "I chose two books." • Says, "We are going to the zoo." • Says, "Momma came and we went home."		**Uses long, complex sentences and follows most grammatical rules** • Says, "We are going to the zoo to see the animals. We'll learn where they live and what they eat." • Notices when sentences do not make sense; tries to correct them	

d. Tells about another time or place

Not Yet	1	2	3	4	5	6	7	8	9
		Makes simple statements about recent events and familiar people and objects that are not present • Says, "Got shoes." • Hears helicopter, stops and says, "'copter." • Tells, "Gran lives far away."		**Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end** • Dictates a simple story with few connections between characters and events • Says, "I've got new shoes. I went to the shoe store."		**Tells stories about other times and places that have a logical order and that include major details** • Tells about past experiences, reporting the major events in a logical sequence • Says, "I went to the shoe store with Gran. I got two pairs of new shoes."		**Tells elaborate stories that refer to other times and places** • Dictates an elaborate story of her recent visit to the bakery, including details of who, what, when, why, and how • Tells many details as he acts out his recent trip to the shoe store	

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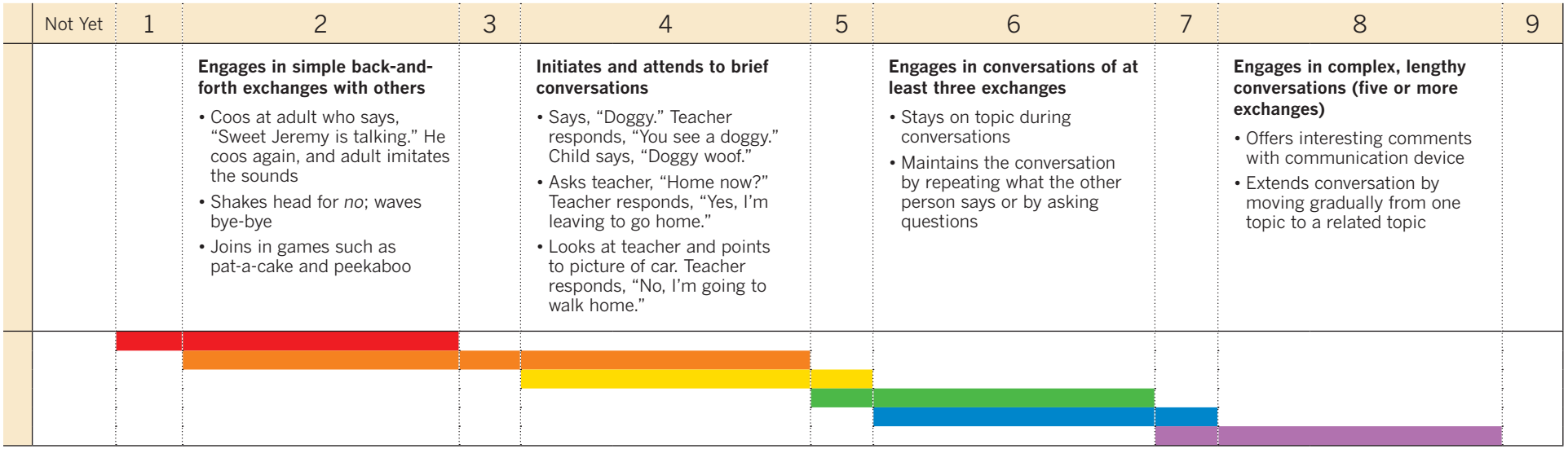
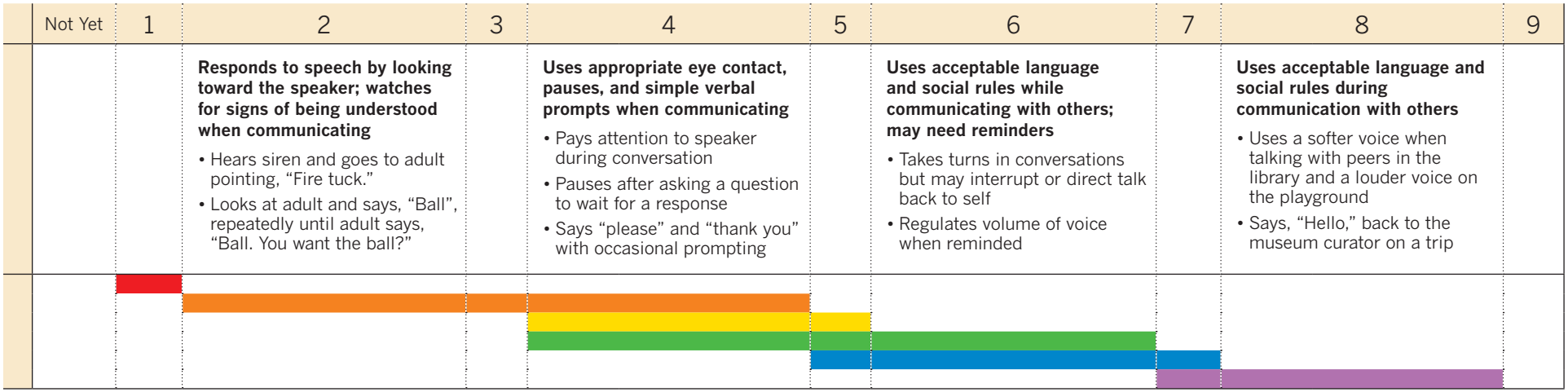
Objective 10 Uses appropriate conversational and other communication skills

a. Engages in conversations



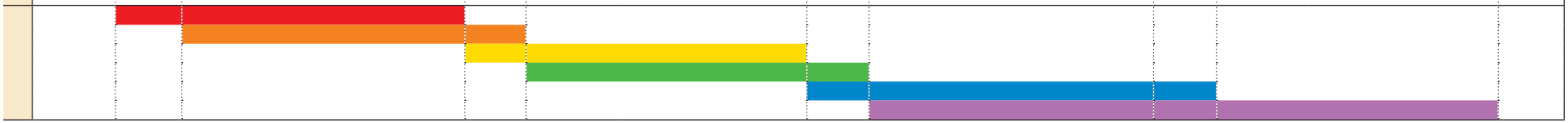
b. Uses social rules of language



Objective 11 Demonstrates positive approaches to learning

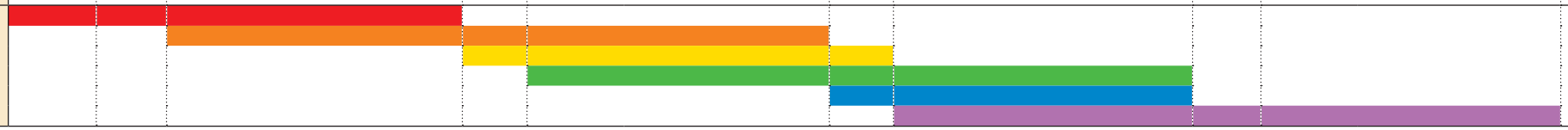
a. Attends and engages

Not Yet	1	2	3	4	5	6	7	8	9
		Pays attention to sights and sounds • Watches the teacher walk across the room • Turns head toward sound of mother's voice		**Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments** • Takes small blocks from adult and continues to drop them into a container • Continues ring stacking when the teacher says, "You're putting the biggest ones on first." • Continues the play about going to a restaurant after the teacher offers a menu		**Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions** • Makes relevant contributions to group discussion about class pet • Focuses on making a sign for a building while others are rolling cars down a ramp nearby		**Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions** • Returns to Lego® construction over several days, adding new features each time • Pauses to join in problem-solving discussion at adult's request, then returns to art project	



b. Persists

Not Yet	1	2	3	4	5	6	7	8	9
		Repeats actions to obtain similar results • Repeatedly shakes a rattle to produce noise • Hits a toy on a play gym accidentally; then waves arms to hit it again • Puts objects in a wagon and then dumps them out over and over again		**Practices an activity many times until successful** • Stacks blocks again and again until tower no longer falls • Uses shovel in many ways to fill small bucket with sand • Chooses the same puzzle every day until he can insert each piece quickly and easily		**Plans and pursues a variety of appropriately challenging tasks** • Keeps looking through all of the magnetic letters for those that are in her name • Works with others to learn how to use a new software program		**Plans and pursues own goal until it is reached** • Keeps building a sand structure, trying multiple ways to get the bridge to hold • Returns from lunch with a different idea about what to add to his story	



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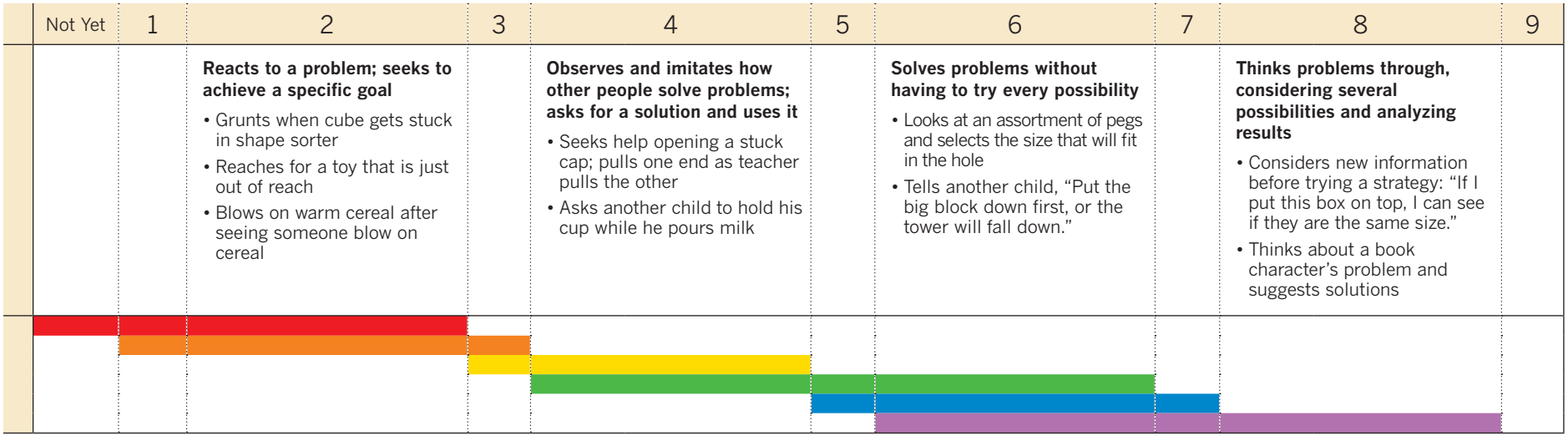
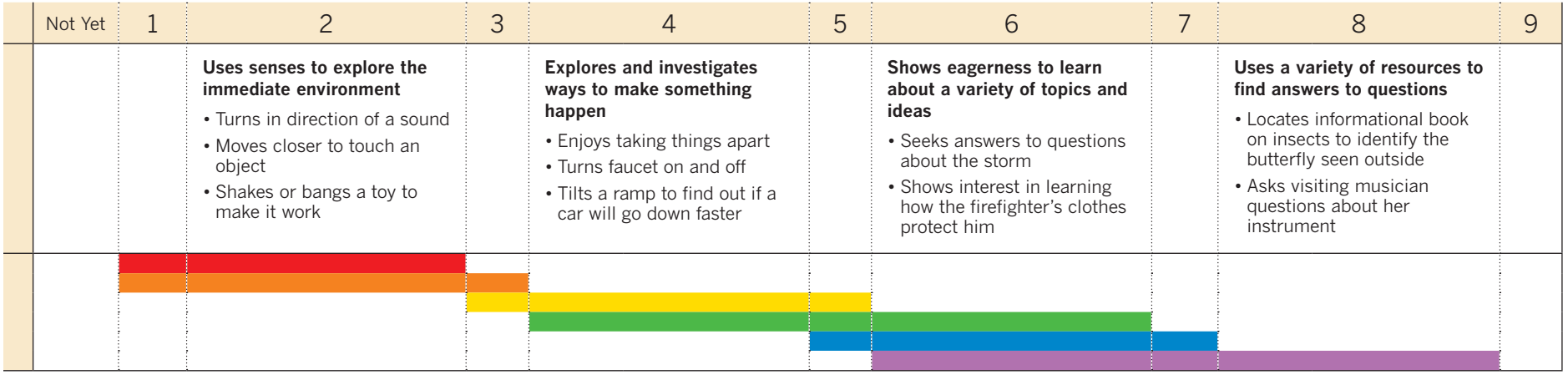
Objective 11 Demonstrates positive approaches to learning

c. Solves problems



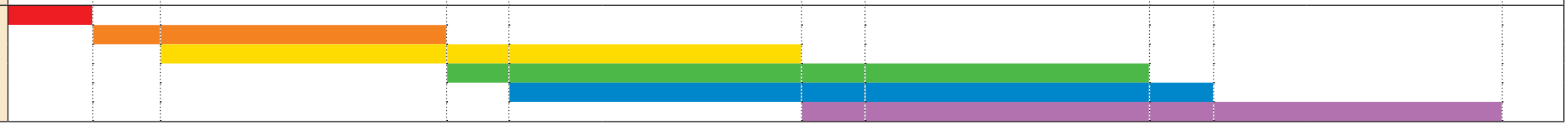
d. Shows curiosity and motivation



Objective 11 Demonstrates positive approaches to learning

e. Shows flexibility and inventiveness in thinking

Not Yet	1	2	3	4	5	6	7	8	9
		Imitates others in using objects in new and/or unanticipated ways • Notices another child reach a toy with the broom handle; then tries • Imitates a friend, putting a basket on head to use as a hat		**Uses creativity and imagination during play and routine tasks** • Strings wooden beads into a necklace as part of dramatic play • Uses a table, sheets, and towels to build a tent		**Changes plans if a better idea is thought of or proposed** • Accepts idea to use tape instead of glue to fix the tear • Suggests building on a hard surface when structure keeps falling down		**Thinks through possible long-term solutions and takes on more abstract challenges** • Offers ideas on how to make the block area larger for building • Creates board game; thinks of how to play it from start to finish	



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Objective 12 Remembers and connects experiences

a. Recognizes and recalls

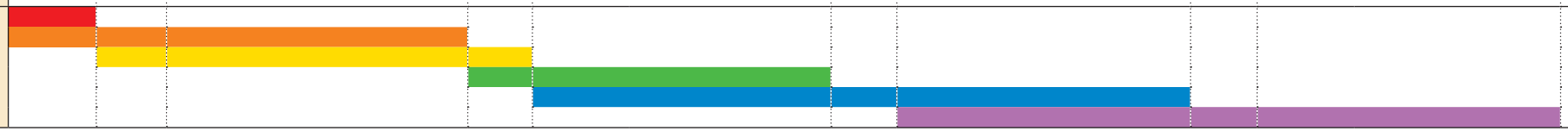
Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes familiar people, places, and objects; looks for hidden object where it was last seen • Looks for food dropped from high chair • Uncovers bear after adult covers it with a blanket • Says or signs names of common objects when sees them		**Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view** • Looks for horse used a few months ago in bin of toy animals • Identifies one or two objects taken away while playing "What's Missing?" • Shows fear of a bee after having been stung		**Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view** • Identifies four objects taken away while playing "What's Missing?" • Says, "We went to the baseball game. We sat way up high. We ate peanuts and drank lemonade. I really liked it a lot but my sister didn't."		**Uses a few deliberate strategies to remember information** • Creates an observational drawing of a fire truck and then refers to it later while building with blocks • Tells the teacher, "I'm putting my book in my backpack so I'll remember to take it home."	

b. Makes connections

Not Yet	1	2	3	4	5	6	7	8	9
		Looks for familiar persons when they are named; relates objects to events • Turns head toward door when her teacher says, "Bethany, Mommy is here." • Throws paper away when teacher says, "Please put this in the trash."		**Remembers the sequence of personal routines and experiences with teacher support** • Goes to attendance chart with parent upon arrival • Gets a paper towel after teacher says, "What do we do next, after we wash our hands?"		**Draws on everyday experiences and applies this knowledge to a similar situation** • After hearing *A Chair for My Mother* read aloud says, "My Nana has a chair like the one Rosa and her family bought." • Uses traffic-directing signals on the bike track after seeing a police officer demonstrate them • Divides crayons into "fair share" groups after watching a teacher do it the day before		**Generates a rule, strategy, or idea from one learning experience and applies it in a new context** • Proposes a one-way sign for entering and exiting the cubby area after a neighborhood walk where children discussed one-way street signs • Tallies friends' favorite ice cream flavors after learning how to make tally marks to count how many people wear shoes with buckles	

Objective 13 Uses classification skills

Not Yet	1	2	3	4	5	6	7	8	9
		Matches similar objects • Puts one sock with another sock • Gathers all the vehicles from a shelf • Picks out and eats only the animal crackers • Puts only blue pegs in pegboard; leaves red and yellow pegs to the side		**Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape** • Puts all the red beads together and all the blue beads together • Pulls out all the trucks from the vehicle bin • Identifies fabric pieces as being scratchy or soft • Puts pictures into piles of babies, older children, and grown-ups		**Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason** • Says, "These buttons are blue, and these are red"; then resorts buttons into big and little • Points to groups of animals and says, "These are zoo animals and these are farm animals"; then sorts the zoo animals into those with stripes and those without stripes		**Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons** • Organizes a sticker collection into groups and subgroups and explains why and how; then creates a new grouping when the teacher makes a suggestion • Creates four piles of shapes: big red triangles, small red triangles, big blue triangles, small blue triangles. Switches when asked to form two groups of all the big and small triangles	



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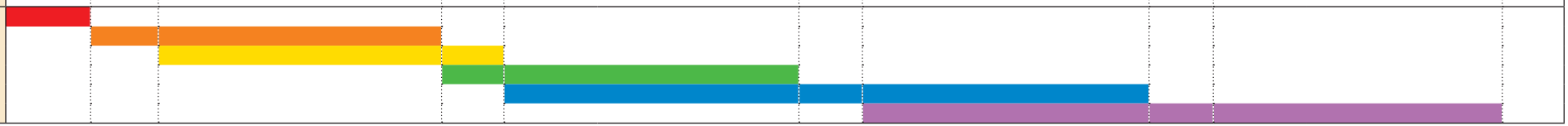
Objective 14 Uses symbols and images to represent something not present

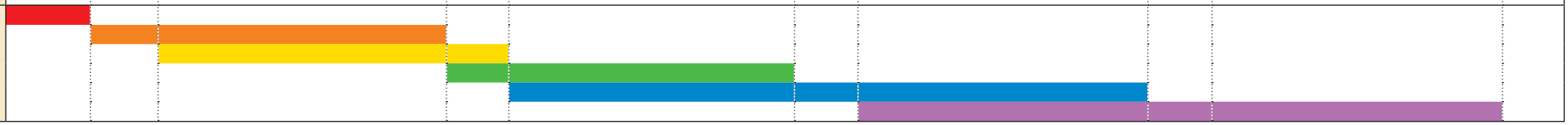
a. Thinks symbolically

Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes people, objects, and animals in pictures or photographs • Touches the cow in the illustration when an adult reads, "And the cow jumped...." • Points to photograph and says, "Mommy" • Identifies a duck in a variety of different photos and illustrations		**Draws or constructs, and then identifies what it is** • Draws various shapes and says, "This is my house." • Glues red yarn on paper and says, "I made spaghetti."		**Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas** • Sees a dump truck outside and plans how to draw it • Says, "Let's pretend to be seeds growing like in the book."		**Represents objects, places, and ideas with increasingly abstract symbols** • Makes tally marks • Makes and interprets graphs with teacher's help • Attempts to write words to label a picture	



b. Engages in sociodramatic play

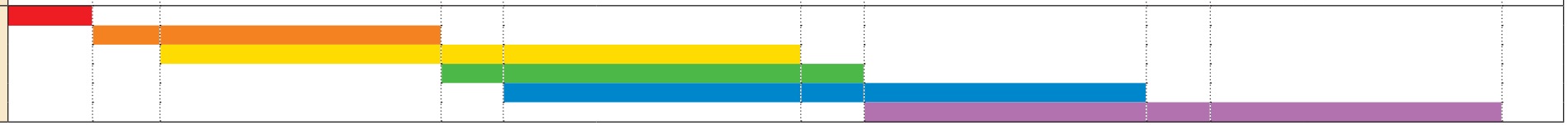
Not Yet	1	2	3	4	5	6	7	8	9
		Imitates actions of others during play; uses real objects as props • Holds a toy phone to ear • Wraps a blanket around a doll and then rocks it		**Acts out familiar or imaginary scenarios; may use props to stand for something else** • Puts beads in a muffin tin, places tin in oven, and asks, "Who wants some cupcakes?" • Uses a short rope as a fire hose • Pretends to be the birthday boy at the party and blows out the candles on the pegboard 'cake' after others sing "Happy Birthday"		**Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes** • Pretends to be the bus driver. Tells the other children, "You can be the passengers. Give me your tickets, and I will give you change."		**Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days** • Joins in elaborate play about taking a dog to the veterinarian, assigning roles, switching roles, creating props, and returning to the play day after day	



Objective 15 Demonstrates phonological awareness

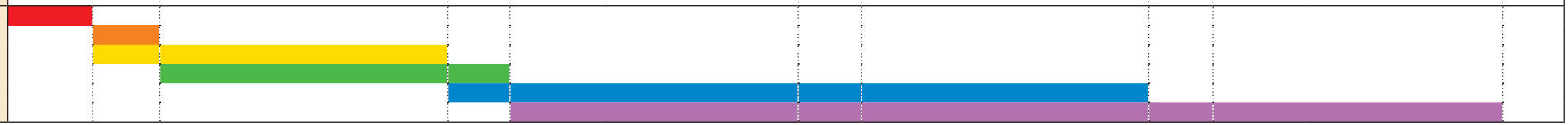
a. Notices and discriminates rhyme

Not Yet	1	2	3	4	5	6	7	8	9
		Joins in rhyming songs and games • Hums along and joins in random words in rhyme • Sings with a group, "One, two, buckle my shoe..."		**Fills in the missing rhyming word; generates rhyming words spontaneously** • Completes the rhyme in the phrase, "The fat cat sat on the ____ (mat)." • Chants spontaneously, "Me, fee, kee, tee, lee, bee."		**Decides whether two words rhyme** • "Do *bear* and *chair* rhyme? What about *bear* and *goat*?" • Matches rhyming picture cards		**Generates a group of rhyming words when given a word** • Says, "Bat, sat, lat," when asked, "What words rhyme with *cat*?"	



b. Notices and discriminates alliteration

Not Yet	1	2	3	4	5	6	7	8	9
		Sings songs and recites rhymes and refrains with repeating initial sounds • Sings, "I'm bringing home a baby bumble bee..."		**Shows awareness that some words begin the same way** • Says, "*Max* and *Maya*...our names start the same!"		**Matches beginning sounds of some words** • Groups objects or pictures that begin with the same sound • Picks up a toy bear when asked, "What begins the same way as *box*, *baby*, and *bike*?"		**Isolates and identifies the beginning sound of a word** • Says, "/m-m-m/," when asked "What is the first sound of the word *milk*?" • Responds, "/t/," after being asked, "What's the beginning sound of *toy*, *toe*, *teeth*?"	



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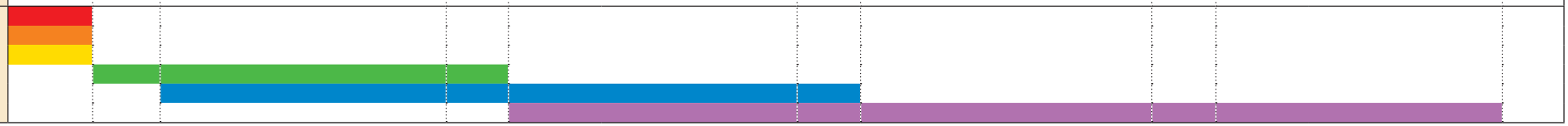
Objective 15 Demonstrates phonological awareness

c. Notices and discriminates smaller and smaller units of sound

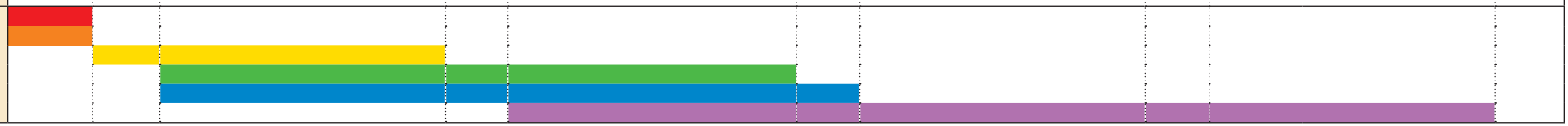
Not Yet	1	2	3	4	5	6	7	8	9
		Hears and shows awareness of separate words in sentences • Joins in clapping each word while chanting, "I like ice cream." • Jumps upon hearing a specified word in a story		**Hears and shows awareness of separate syllables in words** • Claps each syllable of name, *Tri-na* • Puts together *pen* and *cil* to say *pencil* • Puts together *foot* and *ball* to say *football*		**Verbally separates and blends onset and rime** • Says, "Hat," after hearing /h/.../at/ • Points to Jonathan when teacher plays game and asks, "Where's _onathan?"		**Verbally separates and blends individual phonemes in words** • Claps each phoneme of the word *hat*: /h/ /a/ /t/ • Says, "Hat," after hearing /h/ /a/ /t/	



Objective 16 Demonstrates knowledge of the alphabet

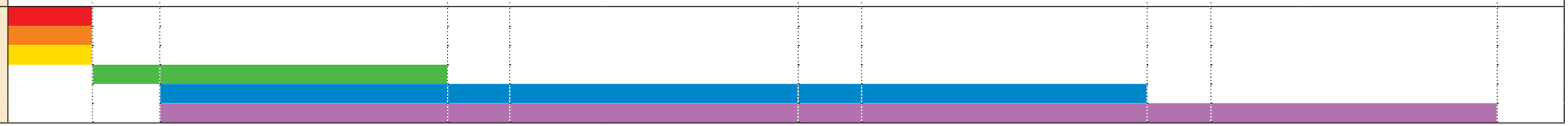
a. Identifies and names letters

Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes and names a few letters in own name		**Recognizes and names as many as 10 letters, especially those in own name**		**Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order**		**Identifies and names all upper- and lowercase letters when presented in random order**	



b. Uses letter–sound knowledge

Not Yet	1	2	3	4	5	6	7	8	9
		Identifies the sounds of a few letters		**Produces the correct sounds for 10–20 letters**		**Shows understanding that a sequence of letters represents a sequence of spoken sounds** • Asks when writing, "How do you spell *cough*?"		**Applies letter–sound correspondence when attempting to read and write** • Sees the word *cat*; begins to sound out the word: /k/ /a/ /t/ • Makes an *open* sign for the doctor's office by writing "opn"	



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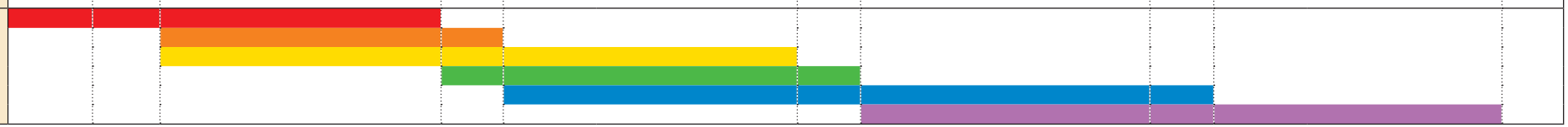
Objective 17 Demonstrates knowledge of print and its uses

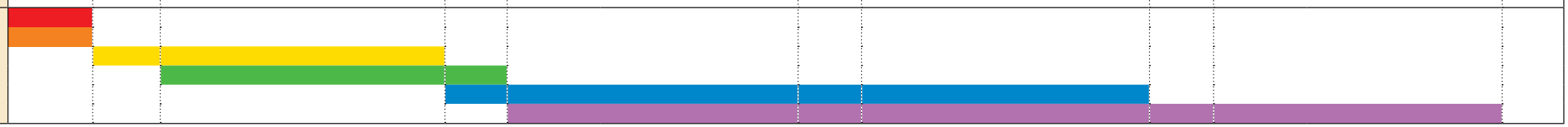
a. Uses and appreciates books

Not Yet	1	2	3	4	5	6	7	8	9
		Shows interest in books • Gazes at the pages of a book • Brings book to adult to read		**Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers** • Hands teacher book and says, "Let's read *Corduroy*!"		**Knows some features of a book (title, author, illustrator); connects specific books to authors** • Says, "I want to read this Dr. Seuss book today." • Says, "Eric Carle wrote this book. He is the author."		**Uses various types of books for their intended purposes** • Selects the book about insects to identify the butterfly seen on the playground	



b. Uses print concepts

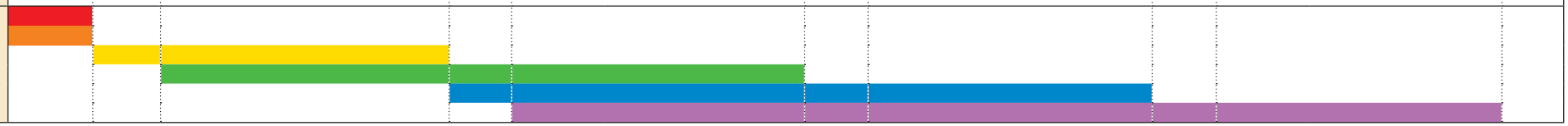
Not Yet	1	2	3	4	5	6	7	8	9
		Shows understanding that text is meaningful and can be read • Points to the words on the sign by the fish bowl and says, "Just one pinch!"		**Indicates where to start reading and the direction to follow** • Points to beginning of text on the page when pretending to read and moves finger left to right as she continues down the page		**Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation** • Points to the word *hippopotamus* and says, "That's a long word." • Says, "That means stop reading," as he points to a period at the end of a sentence.		**Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line** • Touches each word on the page while reciting the words from *Brown Bear, Brown Bear, What Do You See?* • Picks up finger and returns it to the beginning of the next line when pretend reading	



Objective 18 Comprehends and responds to books and other texts

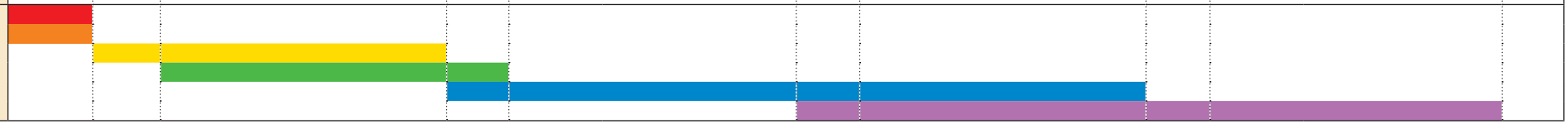
a. Interacts during read-alouds and book conversations

Not Yet	1	2	3	4	5	6	7	8	9
		Contributes particular language from the book at the appropriate time • Says, "You're not big enough," when teacher pauses in *The Grouchy Ladybug*		**Asks and answers questions about the text; refers to pictures** • Responds, "He was mad. He threw his hat down."		**Identifies story-related problems, events, and resolutions during conversations with an adult** • When prompted says, "George got put in jail. He ran out the open door and got out."		**Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions** • Joins in story discussion then says, "I think Max was upset that he was sent to bed without his supper."	



b. Uses emergent reading skills

Not Yet	1	2	3	4	5	6	7	8	9
		Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues		**Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult**		**Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation**		**Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print**	



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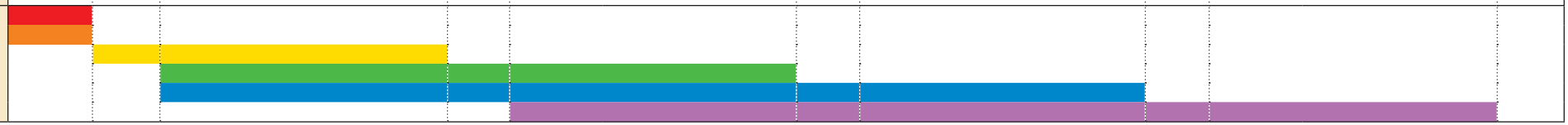
Objective 18 Comprehends and responds to books and other texts

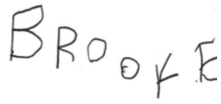
c. Retells stories

Not Yet	1	2	3	4	5	6	7	8	9
		Retells some events from a familiar story with close adult prompting • Says, "The pig builds a house from it" when the teacher asks, "What does the first little pig do with the straw?" Then says, "The wolf blows it down," when the teacher asks, "What does the wolf do to the house?"		**Retells familiar stories using pictures or props as prompts** • Retells the basic events of *The Three Little Pigs* using felt pieces on a felt board		**Retells a familiar story in proper sequence, including major events and characters** • Retells *The Three Little Pigs*, starting with the pigs saying good-bye to their mother, remembering the correct order in which the pigs build their houses, and ending with the wolf climbing down the chimney and falling into the pot of hot water		**Retells stories with many details about characters, events, and storylines** • Retells *The Three Little Pigs*, and includes details about how the mother felt about her children's leaving home, the pigs' personalities, and why building a house from bricks is better than building a house from straw or sticks	



Objective 19 Demonstrates emergent writing skills

a. Writes name

Not Yet	1	2	3	4	5	6	7
	Scribbles or marks • Scribble writes deliberately • Makes marks that appear to adults to be in random order	**Controlled linear scribbles** • Scribbles lines, circles, or zigzags in rows • Often repeats action and forms	**Mock letters or letter-like forms** • Writes segments of letter forms, e.g., lines, curves • May use too many segments to create a letter, e.g., five horizontal lines on the letter E • May not orient letter segments correctly	**Letter strings** • Writes some letters correctly • Writes letters in unconventional order	**Partially accurate name** • Writes all the letters of own name, although some may not be sequenced correctly • Writes all the letters of own name, but some of the letters are not formed or oriented correctly	**Accurate name** • Writes all the letters of own name in the correct sequence, form, and orientation • Uses uppercase or lowercase letters (or a combination of both) when writing name	
	 Carolyn	 Lilly	 Paula	 Emma	 Vicky	 Brooke	

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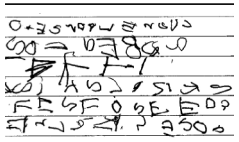
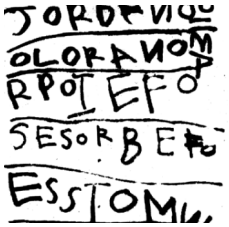
Objective 19 Demonstrates emergent writing skills

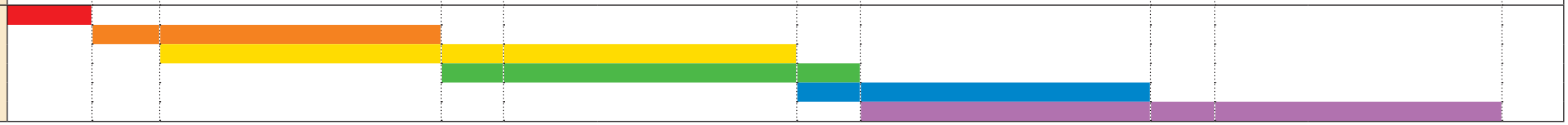
b. Writes to convey meaning

Not Yet	1	2	3	4	5	6	7
	Scribbles or marks • Scribble writes deliberately • Makes marks that appear to adults to be in random order *Maya said, "Here Mommy. Read this."*	**Controlled linear scribbles** • Scribbles lines, circles, or zigzags in rows • Often repeats action and forms *Carolyn said, "That's my phone number. You can call me."*	**Mock letters or letter-like forms** • Writes segments of letter forms, e.g., lines, curves • May use too many segments to create a letter, e.g., five horizontal lines on the letter E • May not orient letter segments correctly  *Erica said, "I'm writing my ABCs just like my sister."*	**Letter strings** • Writes strings of letters • Writes some letters correctly • Writes letters in unconventional order • Begins to separate groups of letters with spaces • May copy environmental print  *Jordan said, "Here's a ticket! You're under arrest!"*	**Early invented spelling** • Uses first letter of word to represent whole word • Writes initial and/or final sounds of a word to represent the whole word **Note: In Spanish, early invented spelling may consist primarily of vowels.* Meir wrote, "Uncle Clay, I love you."	**Late invented spelling** • Begins to include beginning, middle, and ending sounds in words • Represents most of the sounds heard in words in the correct order *Jenna said, "I need to buy some blackberries and grapes at the store."*	

Objective 20 Uses number concepts and operations

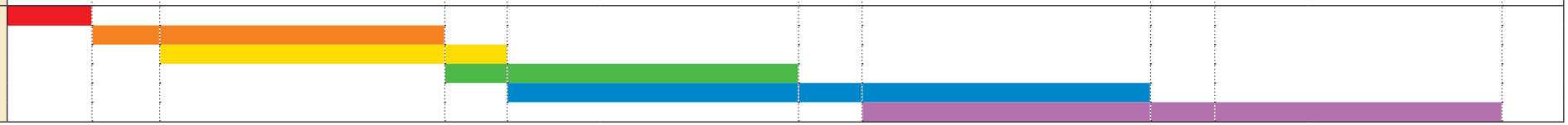
a. Counts

Not Yet	1	2	3	4	5	6	7	8	9
		Verbally counts (not always in the correct order) • Says, "One, two, ten," as she pretends to count		**Verbally counts to 10; counts up to five objects accurately, using one number name for each object** • Counts to ten when playing "Hide and Seek" • Counts out four scissors and puts them at the table		**Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting** • Counts to twenty while walking across room • Counts ten plastic worms and says, "I have ten worms." • When asked, "What comes after six?" says, "One, two, three, four, five, six, seven…seven."		**Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20** • Counts twenty-eight steps to the cafeteria • When asked what comes after fifteen, says "Sixteen."	



b. Quantifies

Not Yet	1	2	3	4	5	6	7	8	9
		Demonstrates understanding of the concepts of *one, two,* and *more* • Says, "More apple," to indicate he wants more pieces than given • Takes two crackers when prompted, "Take two crackers."		**Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts** • Looks at the sand table and says instantly, without counting, "There are three children at the table." • Says, "I have four cubes. Two are red, and two are blue." • Puts three bunnies in the box with the two bears. Counts and says, "Now I have five."		**Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many** • Says, "I have eight big buttons, and you have eight little buttons. We have the same." • Tosses ten puff balls at the hoop. When three land outside she says, "More went inside." • Puts two dominoes together, says, "Five dots," and counts on "Six, seven, eight. Eight dots all together."		**Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects** • Uses ladybug counters to solve the problem, "You had eight ladybugs. Two flew away. How many ladybugs are left?" • Says, "I have ten cars. I left two at Grandma's, so now I have ten, nine, *eight* left." • Uses two-sided counters to determine different number combinations for fourteen	



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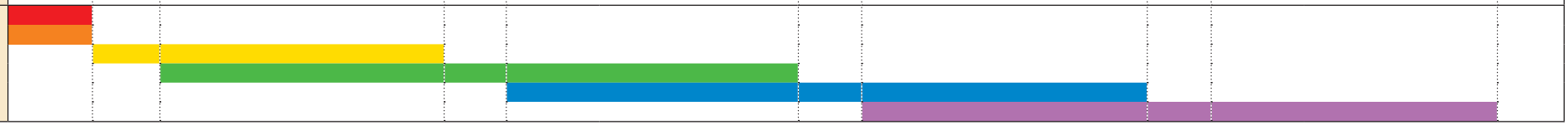
Objective 20 Uses number concepts and operations

c. Connects numerals with their quantities

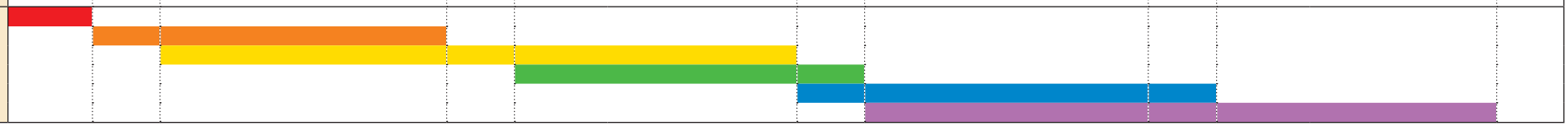
Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes and names a few numerals • Points to the *1* when the teacher says, "Where is the numeral *1*?" • Notices numerals around the room and calls some of them by name		**Identifies numerals to *5* by name and connects each to counted objects** • Says, "Five" as she attaches five clothespins to the *5* card • Tells her friend, "That's a *3*, and there are three puppies on this page."		**Identifies numerals to *10* by name and connects each to counted objects** • Shouts, "Seven," and jumps seven times when the teacher holds up the number *7* card • Says, "I put nine buttons in the *9* box."		**Identifies numerals to *20* by name and connects each to counted objects** • Says, "Kaufee put the *12* card and twelve beads on his necklace." • Says, "I drew fifteen flowers to go on page 15 of our number book."	



Objective 21 Explores and describes spatial relationships and shapes

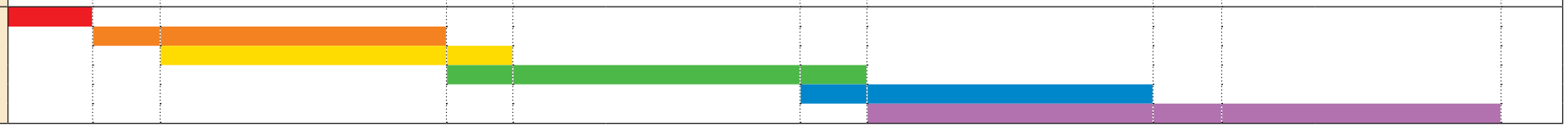
a. Understands spatial relationships

Not Yet	1	2	3	4	5	6	7	8	9
		Follows simple directions related to position *(in, on, under, up, down)* • Follows teacher's directions to put the trash *in* the can • Raises hands *up* and *down* as the song directs		**Follows simple directions related to proximity *(beside, between, next to)*** • Follows teacher's direction to put the cup *next to* the plate • Sits beside her friend when he says, "Sit *between* me and Laura."		**Uses and responds appropriately to positional words indicating location, direction, and distance** • Says, "Look for the surprise *behind* the tree." • Moves game piece *backward* when playmate gives directions		**Uses and makes simple sketches, models, or pictorial maps to locate objects** • Constructs a map of the play yard using landscape toys • Uses a map of the classroom to find the hidden treasure	



b. Understands shapes

Not Yet	1	2	3	4	5	6	7	8	9
		Matches two identical shapes • Puts a circular puzzle piece in the circular space • Places shapes in a shape-sorting box		**Identifies a few basic shapes (circle, square, triangle)** • Looks at a wheel and says, "A circle." • Names shape pieces as he puts them on a shape lotto card		**Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation** • Says, "It's a ball 'cause it rolls." • Puts hand in feely box and says, "It has three sides and three points. It's a triangle."		**Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes** • Says, "It's still a triangle no matter how you turn it." • Cuts apart a rectangle to make two squares	



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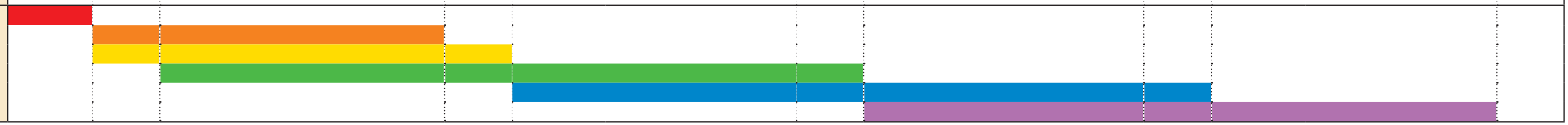
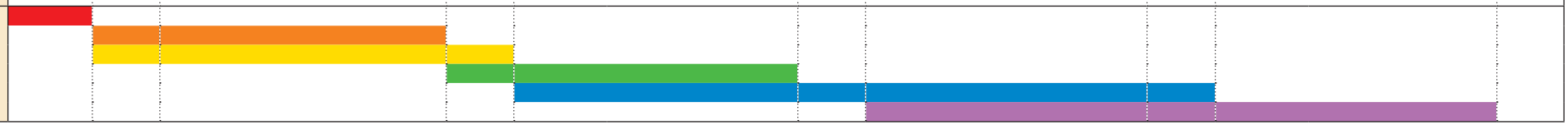
Objective 22 Compares and measures

Not Yet	1	2	3	4	5	6	7	8	9
		Makes simple comparisons between two objects • Pours sand or water from one container to another • Indicates which ball is bigger when shown a tennis ball and a beach ball		**Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers** • Puts blocks side by side in order of length • Says, "We go outside after lunch." • Lays two short blocks on top of a long block to see if it's the same length • Responds, "You're second to use the computer."		**Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools** • Measures by using paper clips, cubes, string, hands, feet or other objects • Measures block tower with linking cubes and says, "I made mine fifteen cubes high!!" • Stands on scale while pretending to be in a doctor's office		**Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from *first* to *tenth*** • Says, "We need two cups of flour and one cup of salt to make dough." • Says, "If I add three more tiles to this side of the scale, they'll be the same." • Looks at the clock and says, "It's 12 o'clock. It's time for lunch."	



Objective 23 Demonstrates knowledge of patterns

Not Yet	1	2	3	4	5	6	7	8	9
		Shows interest in simple patterns in everyday life • Notices that a special song is played whenever it is time to clean up • Points to the tiles in the bathroom and says, "They go this way, that way, this way, that way."		**Copies simple repeating patterns** • Beats a drum as the teacher does, e.g., loud, soft; loud, soft; loud, soft; etc. • Strings beads as her friend does, e.g., red, blue, blue; red, blue, blue; red, blue, blue; etc.		**Extends and creates simple repeating patterns** • Makes a repeating movement pattern, e.g., stomp, stomp, clap, clap; stomp, stomp, clap, clap; stomp, stomp, clap, clap; etc. • When shown pattern of cubes, e.g., red, blue, blue, red; red, blue, blue, red; etc., adds to it correctly		**Recognizes, creates, and explains more complex repeating and simple growing patterns** • Describes even numbers, e.g., 2, 4, 6, 8, etc., as "skipping" every other number on a 100's chart • Says, "If I add one to three, it's the next number: four. If I add one to four, it's the next number: five." • Extends a growing pattern by adding one cube like a staircase, e.g., 1 cube, 2 cubes, 3 cubes, 4 cubes, etc.	



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Objective 37 Demonstrates progress in listening to and understanding English

1	2 Beginning	3	4 Progressing	5	6 Increasing	7	8 Advancing	9
	Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English • Moves closer to the dramatic play area to watch a small group of children • Sits across from two children who are stringing beads and talking, and begins stringing beads, too • Watches another child hold up a cup to request milk and does the same • Participates by doing hand movements while other children and the teacher sing in the new language		**Responds to common English words and phrases when they are accompanied by gestures or other visual aids** • Joins a group in the block area when one child motions with a hand to come, and says, "Come play." • Goes to the sink when the teacher says it is time to brush teeth and pantomimes toothbrushing • Nods when classmate says, "Hello." • Sits by the teacher when she holds up a book and asks, "Would you like to read a book?"		**Responds to words and phrases in English when they are not accompanied by gestures or other visual aids** • Goes to table when teacher says, "It's lunchtime. Take your seats at the tables." • Puts the caps on the markers and then puts the markers on the shelf when reminded • Points to ear when asked, "Where's your ear?" • Picks up a car from a group of toys when asked, "Where's the car?" • Picks up the puzzle with the puppy on it when another child says, "Let's do the puppy puzzle together."		**Understands increasingly complex English phrases used by adults and children** • Responds by putting the correct block where directed when another child says, "Hey, put that square block over there by the horse to make the fence." • Points to the correct piece when the teacher asks, "Which circle is the biggest?" • Touches the car at the top of the tallest ramp when the teacher asks, "Which car do you think will roll the fastest?"	

Objective 38 Demonstrates progress in speaking English

1	2 Beginning	3	4 Progressing	5	6 Increasing	7	8 Advancing	9
	Repeats sounds and words in English, sometimes very quietly • Mouths the words of a song during circle time • Echoes a word or phrase, e.g., says, "Monkey," while group chants "Five Little Monkeys Jumping on the Bed" • After teacher says, "Up," child repeats, "Up." • Repeats, "Mil, mil, mil," after the teacher asks, "Would you like more milk?"		**Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea** • Says , "Hi"; "Lookit"; "My turn"; and "Stopit." • Hears someone nearby say, "Be careful!" and repeats phrase as a warning in a similar situation later • Points at snack basket and says, "More crackers." • Looks out the window and says, "Go outside." • Says, "No, mine," when another child takes her toy truck		**Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase** • Says, "I do a ice cream"; "I want my mommy"; and "Lookit this, Teacher." • Says, "How you do this flower?" • Says, "Big. I gotta big." • Says, "How do you gonna make dese?"		**Uses increasingly complex grammar in English; makes some mistakes typical of young children** • Develops entire sentences, e.g., "The door is a square," and "The house has a lot of windows." • Uses questions and negatives, e.g., "Your name is what?" and "You no my mommy." • Uses past and future tenses, e.g., "I goed to the park," and "I'll get it." • Interacts in elaborate play schemes, "I be the mommy and you be the baby. Here's your bottle, Baby."	

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