

Alignment of



The Creative Curriculum® *for* Preschool



WITH

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With
Ohio Early Learning and Development Standards

This document aligns the content in the *Ohio Early Learning and Development Standards* with the goals and ideals of *The Creative Curriculum*® for Preschool. *The Creative Curriculum*® for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

- Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health, Ohio Department of Developmental Disabilities, & the Governor's Office of Health Transformation. (2012). *Ohio early learning and development standards*. Ohio: Author.
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- Teaching Strategies, LLC. (2010). *The Creative Curriculum*® for preschool. Washington, DC: Author.

Ohio Early Learning and Development Standards	How <i>The Creative Curriculum</i>® for Preschool meets Ohio Early Learning and Development Standards
Pre-Kindergarten (3 - 5 years)	
Self	
Awareness and Expression of Emotion	
Recognize and identify own emotions and the emotions of others.	Establishes and sustains positive relationships Responds to emotional cues Reacts to others' emotional expressions
Communicate a range of emotions in socially accepted ways.	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
Self-Concept	
Identify the diversity in human characteristics and how people are similar and different.	Shows basic understanding of people and how they live
Compare own characteristics to those of others.	Demonstrates knowledge about self
Self-Regulation	
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
Demonstrate the ability to delay gratification for short periods of time.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
With modeling and support, show awareness of the consequences for his/her actions.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Sense of Competence	
Show confidence in own abilities and accomplish routine and familiar tasks independently.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

Relationships	
Attachment	
Express affection for familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Seek security and support from familiar adults in anticipation of challenging situations.	Establishes and sustains positive relationships Forms relationships with adults Demonstrates a secure attachment to one or more adults
Separate from familiar adults in a familiar setting with minimal distress.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Interactions with Adults	
Engage in extended, reciprocal conversations with familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests
Request and accept guidance from familiar adults.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Peer Interactions and Relationships	
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	Establishes and sustains positive relationships Interacts with peers Interacts cooperatively in groups of four or five children Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
Demonstrate socially competent behavior with peers.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups

With modeling and support, negotiate to resolve social conflicts with peers.	Participates cooperatively and constructively in group situations Solves social problems Resolves social problems through negotiation and compromise
Empathy	
Express concern for the needs of others and people in distress.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Show regard for the feelings of other living things.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Approaches Toward Learning	
Pre-Kindergarten (3 - 5 years)	
Initiative Topic:	
Initiative and Curiosity	
Seek new and varied experiences and challenges (take risks).	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Demonstrate self-direction while participating in a range of activities and routines.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Ask questions to seek explanations about phenomena of interest.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Planning, Action and Reflection	
Develop, initiate and carry out simple plans to obtain a goal.	Demonstrates positive approaches to learning Solves problems Thinks problems through, considering several possibilities and analyzing results

Use prior knowledge and information to assess, inform, and plan for future actions and learning.	Remembers and connects experiences Makes connections Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Engagement and Persistence	
Attention	
Focus on an activity with deliberate concentration despite distractions.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Persistence	
Carry out tasks, activities, projects or experiences from beginning to end.	Demonstrates positive approaches to learning Persists Plans and pursues own goal until it is reached
Focus on the task at hand even when frustrated or challenged.	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
Creativity	
Innovation and Invention	
Use imagination and creativity to interact with objects and materials.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Use creative and flexible thinking to solve problems.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
Engage in inventive social play.	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else

Expression of Ideas and Feelings through the Arts	
Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Express interest in and show appreciation for the creative work of others.	Explores the visual arts
Physical Well-Being and Motor Development	
Pre-Kindergarten (3 - 5 years)	
Motor Development	
Large Muscle, Balance and Coordination	
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	Demonstrates traveling skills Coordinates complex movements in play and games
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	Demonstrates balancing skills Experiments with different ways of balancing
Demonstrate spatial awareness in physical activity or movement.	Demonstrates traveling skills Moves purposefully from place to place with control
Small Muscle: Touch Grasp, Reach, Manipulate	
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
Use classroom and household tools independently with eye-hand coordination to carry out activities.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

Oral-Motor	
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words
Sensory Motor	
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Physical Well-Being	
Body Awareness	
Identify and describe the function of body parts.	Demonstrates knowledge about self
Physical Activity	
Participate in structured and unstructured active physical play exhibiting strength and stamina.	Demonstrates traveling skills Coordinates complex movements in play and games
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Nutrition	
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Distinguish nutritious from non-nutritious foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

Self-Help	
Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Follow basic health practices.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Safety Practices	
With modeling and support, identify and follow basic safety rules.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Identify ways adults help to keep us safe.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
With modeling and support, identify the consequences of unsafe behavior.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

Cognitive Development and General Knowledge	
Pre-Kindergarten (3 - 5 years)	
Cognitive Skills	
Memory	
Communicate about past events and anticipate what comes next during familiar routines and experiences.	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
With modeling and support remember and use information for a variety of purposes.	Remembers and connects experiences Recognizes and recalls Uses a few deliberate strategies to remember information
Recreate complex ideas, events/situations with personal adaptations.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks
Symbolic Thought	
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	Uses symbols and images to represent something not present Thinks symbolically Recognizes people, objects, and animals in pictures or photographs
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	Uses symbols and images to represent something not present Engages in sociodramatic play Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days

Reasoning and Problem-Solving	
Demonstrate ability to solve everyday problems based upon past experience.	Demonstrates positive approaches to learning Persists Plans and pursues own goal until it is reached
Solve problems by planning and carrying out a sequence of actions.	Demonstrates positive approaches to learning Solves problems Thinks problems through, considering several possibilities and analyzing results
Seek more than one solution to a question, problem or task.	Demonstrates positive approaches to learning Solves problems Thinks problems through, considering several possibilities and analyzing results
Explain reasoning for the solution selected.	Demonstrates positive approaches to learning Solves problems Thinks problems through, considering several possibilities and analyzing results
Mathematics	
Number Sense	
Number Sense and Counting	
Count to 20 by ones with increasing accuracy.	Uses number concepts and operations Counts 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
Identify and name numerals 1-9.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
Identify without counting small quantities of up to 3 items. (Subitize)	Uses number concepts and operations Quantifies 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

Demonstrate one-to-one correspondence when counting objects up to 10.	Uses number concepts and operations Counts 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
Understand that the last number spoken tells the number of objects counted.	Uses number concepts and operations Counts 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
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	Uses number concepts and operations Quantifies 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
Number Relationships and Operations	
Number Relationships	
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
Algebra	
Group and Categorize	
Sort and classify objects by one or more attributes (e.g., size, shape).	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Patterning	
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns

Create patterns.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
Measurement and Data	
Describe and Compare Measureable Attributes	
Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Order objects by measureable attribute (e.g., biggest to smallest, etc.).	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Measure length and volume (capacity) using non-standard or standard measurement tools.	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Data Analysis	
Collect data by categories to answer simple questions.	Uses scientific inquiry skills
Geometry	
Spatial Relationships	
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Identify and Describe Shapes	
Understand and use names of shapes when identifying objects.	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

Analyze, Compare and Create Shapes	
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	Compares and measures Makes simple comparisons between two objects
Create shapes during play by building, drawing, etc.	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Combine simple shapes to form larger shapes.	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Social Studies	
History	
Historical Thinking and Skills	
Demonstrate an understanding of time in the context of daily experiences.	Explores change related to familiar people or places
Develop an awareness of his/her personal history.	Demonstrates knowledge about self
Heritage	
Develop an awareness and appreciation of family cultural stories and traditions.	Demonstrates knowledge about self
Geography	
Spatial Thinking and Skills	
Demonstrate a beginning understanding of maps as actual representations of places.	Demonstrates simple geographic knowledge

Human Systems	
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	Demonstrates knowledge about self Shows basic understanding of people and how they live
Government	
Civic Participation and Skills	
Understand that everyone has rights and responsibilities within a group.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Demonstrate cooperative behaviors and fairness in social interactions.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Responds appropriately to others' expressions of wants
With modeling and support, negotiate to solve social conflicts with peers.	Participates cooperatively and constructively in group situations Solves social problems Resolves social problems through negotiation and compromise
With modeling and support, demonstrate an awareness of the outcomes of choices.	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
Rules and Laws	
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Economics	
Scarcity	
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	Shows basic understanding of people and how they live

Production and Consumption	
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	Shows basic understanding of people and how they live
With modeling and support, demonstrate responsible consumption and conservation of resources.	Shows basic understanding of people and how they live
Science	
Science Inquiry and Application	
Inquiry	
Explore objects, materials and events in the environment.	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
Make careful observations.	Uses scientific inquiry skills
Pose questions about the physical and natural environment.	Uses scientific inquiry skills
Engage in simple investigations.	Uses scientific inquiry skills
Describe, compare, sort, classify, and order.	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Record observations using words, pictures, charts, graphs, etc.	Uses scientific inquiry skills
Use simple tools to extend investigation.	Uses scientific inquiry skills
Identify patterns and relationships.	Demonstrates knowledge of patterns Shows interest in simple patterns in everyday life
Make predictions.	Uses scientific inquiry skills
Make inferences, generalizations and explanations based on evidence.	Uses scientific inquiry skills
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	Uses scientific inquiry skills

Earth and Space Science	
Explorations of the Natural World	
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).	Demonstrates knowledge of Earth's environment
With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	Demonstrates knowledge of Earth's environment
Physical Science	
Explorations of Energy	
With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	Demonstrates knowledge of the physical properties of objects and materials
With modeling and support, explore the position and motion of objects.	Demonstrates knowledge of the physical properties of objects and materials
With modeling and support, explore the properties and characteristics of sound and light.	Demonstrates knowledge of the physical properties of objects and materials
Life Science	
Explorations of Living Things	
With modeling and support, identify physical characteristics and simple behaviors of living things.	Demonstrates knowledge of the characteristics of living things
With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	Demonstrates knowledge of the characteristics of living things
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	Demonstrates knowledge of the characteristics of living things
With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	Demonstrates knowledge of the characteristics of living things
With modeling and support, recognize similarities and differences between people and other living things.	Demonstrates knowledge of the characteristics of living things

Language and Literacy Development	
Pre-Kindergarten (3 - 5 years)	
Listening and Speaking	
Receptive Language and Comprehension	
Demonstrate understanding of increasingly complex concepts and longer sentences.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories
Ask meaning of words.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
Follow two-step directions or requests.	Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences
Expressive Language	
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	Uses appropriate conversational and other communication skills Engages in conversations Engages in complex, lengthy conversations (five or more exchanges)
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words
Describe familiar people, places, things and experiences.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Use drawings or other visuals to add details to verbal descriptions.	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is

With modeling and support, use the conventions of standard English (Grammar):	
Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
Form regular plural nouns orally by adding /s/ or /es/.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how).	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with).	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
Produce and expand complete sentences in shared language activities.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Identify real-life connections between words and their use. (Vocabulary)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations

Social Communication	
With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules during communication with others
With modeling and support, continue a conversation through multiple exchanges.	Uses appropriate conversational and other communication skills Engages in conversations Engages in complex, lengthy conversations (five or more exchanges)
Reading	
Reading Comprehension	
Ask and answer questions, and comment about characters and major events in familiar stories.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
Retell or re-enact familiar stories.	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
Identify characters and major events in a story.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
Demonstrate an understanding of the differences between fantasy and reality.	Demonstrates knowledge of print and its uses Uses and appreciates books Uses various types of books for their intended purposes
With modeling and support, describe what part of the story the illustration depicts.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors

With modeling and support, identify the topic of an informational text that has been read aloud.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
With modeling and support, describe, categorize and compare and contrast information in informational text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Actively engage in group reading with purpose and understanding.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
Fluency	
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	Demonstrates phonological awareness Notifies and discriminates rhyme Joins in rhyming songs and games
Print Concepts	
Demonstrate an understanding of basic conventions of print in English and other languages.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
Orient books correctly for reading and turn pages one at a time.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Demonstrate an understanding that print carries meaning.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read

Phonological Awareness	
With modeling and support, recognize and produce rhyming words.	Demonstrates phonological awareness Notices and discriminates rhyme Generates a group of rhyming words when given a word
With modeling and support recognize words in spoken sentences.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate words in sentences
With modeling and support identify, blend and segment syllables in spoken words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
With modeling and support, orally blend and segment familiar compound words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words
With modeling and support, blend and segment onset and rime in single-syllable spoken words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
With modeling and support identify initial and final sounds in spoken words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends individual phonemes in words
Letter and Word Recognition	
With modeling and support recognize and “read” familiar words or environmental print.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names all upper- and lowercase letters when presented in random order

With modeling and support, recognize the sounds associated with letters.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Produces the correct sounds for 10–20 letters
Writing	
Writing Process	
Use a 3-finger grasp of dominant hand to hold a writing tool.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Demonstrate an understanding of the structure and function of print.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	Demonstrates emergent writing skills Writes name Mock letters or letter-like forms
With modeling and support, demonstrate letter formation in “writing.”	Demonstrates emergent writing skills Writes to convey meaning Letter strings
With modeling and support show awareness that one letter or cluster of letters represents one word.	Demonstrates emergent writing skills Writes to convey meaning Letter strings
Writing Application and Composition	
“Read” what he/she has written.	Comprehends and responds to books and other texts Uses emergent reading skills 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
With modeling and support, notice and sporadically use punctuation in writing.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Represents objects, places, and ideas with increasingly abstract symbols</p>
With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Represents objects, places, and ideas with increasingly abstract symbols</p> <p>Demonstrates emergent writing skills</p> <p>Writes to convey meaning</p> <p>Late invented spelling</p>
With modeling and support, discuss and respond to questions from others about writing/drawing.	<p>Demonstrates positive approaches to learning</p> <p>Solves problems</p> <p>Thinks problems through, considering several possibilities and analyzing results</p>
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	<p>Demonstrates positive approaches to learning</p> <p>Shows curiosity and motivation</p> <p>Uses a variety of resources to find answers to questions</p>
With modeling and support, explore a variety of digital tools to express ideas.	<p>Uses tools and other technology to perform tasks</p>