



# Standards Alignment

## Ohio Early Learning and Development Standards Alignment with FunShine Express® Curriculum Ages 3 - 5 Years

Ohio Early Learning and Development Standards	FunShine Early Learning and Development Continuum
<b>AL Approaches toward Learning</b>	<b>6: Approaches to Learning</b>
<b>A. Initiative</b>	<b>AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, AL4 Memory and Reflection, SE4 Self-Regulation</b>
AL.A. PK.1 Seek new and varied experiences and challenges (take risks).	AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently
AL.A. PK.2 Demonstrate self-direction while participating in a range of activities and routines.	SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects
AL.A. PK.3 Ask questions to seek explanations about phenomena of interest.	AL2.2(3) Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction
AL.A. PK.4 Develop, initiate and carry out simple plans to obtain a goal.	AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders
AL.A. PK.5 Use prior knowledge and information to assess, inform, and plan for future actions and learning.	AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders AL4.1(4) Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games
<b>B. Engagement and Persistence</b>	<b>AL3 Attention, Engagement, and Persistence</b>
AL.B. PK.1 Focus on an activity with deliberate concentration despite distractions.	AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions

AL.B. PK.2 Carry out tasks, activities, projects or experiences from beginning to end.

**AL3.1(4)** Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

AL.B. PK.3 Focus on the task at hand even when frustrated or challenged.

**AL3.1(3)** Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions

## C. Creativity

**AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, CA1 Visual Arts, CA4 Dramatic Play and Imagination**

AL.C. PK.1 Use imagination and creativity to interact with objects and materials.

**CA1.1(3)** Creates art with different types of materials and techniques across learning domains  
**CA4.1(4)** Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

AL.C. PK.2 Use creative and flexible thinking to solve problems.

**AL2.3(4)** Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

AL.C. PK.3 Engage in inventive social play.

**AL1.1(4)** Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects  
**CA4.1(3)** Participates in creative dramatic play and make believe across learning domains  
**CA4.2(3)** Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)

AL.C. PK.4 Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.

**CA1.1(4)** Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

AL.C. PK.5 Express interest in and show appreciation for the creative work of others.

**CA1.2(3)** Shows interest in others' art; may comment on the works of others with prompting  
**CA1.2(4)** Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

**CD Cognition and General Knowledge**

**2: Math, 3: Science, 4: Social Studies, 8: Creative Arts**

## A. Cognitive Skills

CD.A. PK.1 Communicate about past events and anticipate what comes next during familiar routines and experiences.

**AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, AL4 Memory and Reflection, CA4 Dramatic Play and Imagination, L3 Foundational Reading, M1 Number Sense, Quantity, and Operations, SS1 History and Events, SS2 Geography and Symbolic Representation**

**SS1.1(3)** Shows awareness of concepts of time/sequence of events and sequence of routines (bedtime, lunchtime, morning, night); uses terms such as time of day, yesterday, today, tomorrow; begins to understand change over time when applied to self (own growth)

**SS1.2(3)** Describes recent past events; identifies annual holidays, birthdays, and cultural celebrations

CD.A. PK.2 With modeling and support remember and use information for a variety of purposes.

**AL4.1(4)** Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games

CD.A. PK.3 Recreate complex ideas, events/situations with personal adaptations.

**AL4.1(3)** Recalls and applies routine knowledge (looks for seatbelt in vehicle, expects ball to come back when bounced); plays memory games

**AL4.1(4)** Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games

CD.A. PK.4 Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).

**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

**SS2.1(4)** Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

CD.A. PK.5 Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.

**CA4.1(3)** Participates in creative dramatic play and make believe across learning domains

**CA4.2(3)** Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)

**CA4.1(4)** Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

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CD.A. PK.6 Demonstrate ability to solve everyday problems based upon past experience.

**AL2.3(3)** Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders  
**AL2.3(4)** Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

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CD.A. PK.7 Solve problems by planning and carrying out a sequence of actions.

**AL2.3(3)** Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders  
**AL2.3(4)** Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

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CD.A. PK.8 Seek more than one solution to a question, problem or task.

**AL2.3(3)** Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders  
**AL2.3(4)** Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

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CD.A. PK.9 Explain reasoning for the solution selected.

**AL2.3(4)** Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

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**B. Number Sense**

**M1 Number Sense, Quantity, and Operations, M3 Measurement and Data**

CD.B. PK.5 Understand that the last number spoken tells the number of objects counted.

**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

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CD.B. PK.6 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.

**M1.1(3)** Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).  
**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to

at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

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CD.B. PK.1 Count to 20 by ones with increasing accuracy.

**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

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CD.B. PK.2 Identify and name numerals 1-9.

**M1.1(3)** Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).  
**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

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CD.B. PK.3 Identify without counting small quantities of up to 3 items. (Subitize)

**M1.1(3)** Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).  
**M1.1(4)** Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

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CD.B. PK.4 Demonstrate one-to-one correspondence when counting objects up to 10.

**M1.1(3)** Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written

numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).

## C. Number Relationships and Operations

CD.C. PK.1 Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.

### M1 Number Sense, Quantity, and Operations, M3 Measurement and Data

**M1.2(3)** Understands adding objects to a group makes it larger and taking away objects from a group makes it smaller.

**M1.2(4)** Understands adding and subtracting from a set; begins to understand dividing sets into parts up to fourths.

## D. Algebra

CD.D. PK.1 Sort and classify objects by one or more attributes (e.g., size, shape).

### M1 Number Sense, Quantity, and Operations, M3 Measurement and Data, M4 Patterns, Sorting/Classifying, Reasoning

**M4.2(4)** Matches/sorts/classifies by color, size, shape, texture; describes sorting rules; classifies by more than one attribute into two or more groups across learning domains.

**M4.2(3)** Shows increasing ability to match/sort/classify by color, size, shape; classifies by one attribute and makes comparisons across learning domains.

CD.D. PK.2 Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.

**M4.1(3)** Recognizes patterns telling what comes next; duplicates simple patterns; identifies pattern groups; seriates a group of like objects (small, medium, large; light, dark).

**M4.1(4)** Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).

CD.D. PK.3 Create patterns.

**M4.1(4)** Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).

## E. Measurement and Data

CD.E. PK.1 Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight).

### M3 Measurement and Data

**M3.1(4)** Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.)

in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

CD.E. PK.2 Order objects by measurable attribute (e.g., biggest to smallest, etc.).

**M3.1(4)** Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

CD.E. PK.3 Measure length and volume (capacity) using non-standard or standard measurement tools.

**M3.1(3)** Uses words to describe measurable attributes (quantity, length, weight); observes and explores ways to use tools to measure objects; identifies/names/uses standard and non-standard units/tools of measure (paper clips, ruler, scale, measuring cups, etc.) in activities with adult support across learning domains; arranges objects according to one measurable attribute.

**M3.1(4)** Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

CD.E. PK.4 Collect data by categories to answer simple questions.

**M3.2(3)** With adult support, collects and records information in different ways across learning domain (discussion, maps, charts).

**M3.2(4)** Develops growing abilities to collect, describe, and record information to answer simple questions across learning domains.

## F. Geometry

CD.F. PK.1 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.

## M2 Geometry and Spatial Sense

**M2.2(3)** Uses simple positional words (top/bottom, up/down, in/out, on/off, etc.) to describe location across learning domains; uses simple directions to move from place to place.

**M2.2(4)** Uses positional and relational words (above/below, front/behind, near/far, beside, next to,

between, etc.) to describe location across learning domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left.

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CD.F. PK.2 Understand and use names of shapes when identifying objects.

**M2.1(3)** Locates and names different sizes and orientations of shapes in the environment; describes attributes of shapes; uses 2D and 3D shapes to create pictures or structures; decomposes shapes.

**M2.1(4)** Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

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CD.F. PK.3 Name three-dimensional objects using informal, descriptive vocabulary (e.g., "cube" for box, "ice cream cone" for cone, "ball" for sphere, etc.).

**M2.1(4)** Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

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CD.F. PK.4 Compare two-dimensional shapes, in different sizes and orientations, using informal language.

**M2.1(4)** Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

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CD.F. PK.5 Create shapes during play by building, drawing, etc.

**M2.1(3)** Locates and names different sizes and orientations of shapes in the environment; describes attributes of shapes; uses 2D and 3D shapes to create pictures or structures; decomposes shapes.

**M2.1(4)** Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

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CD.F. PK.6 Combine simple shapes to form larger shapes.

**M2.1(4)** Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

**G. Self**

**AL1 Curiosity, Initiative, and Risk-Taking, SE1 Self-Awareness and Self-Concept, SE4 Self-Regulation**

**H. History**

**SS1 History and Events, SS3 Culture, Family, and Community**

CD.H. PK.1 Demonstrate an understanding of time in the context of daily experiences.

**SS1.1(3)** Shows awareness of concepts of time/sequence of events and sequence of routines (bedtime, lunchtime, morning, night); uses terms such as time of day, yesterday, today, tomorrow; begins to understand change over time when applied to self (own growth)  
**SS1.1(4)** Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

CD.H. PK.2 Develop an awareness of his/her personal history.

**SS1.1(3)** Shows awareness of concepts of time/sequence of events and sequence of routines (bedtime, lunchtime, morning, night); uses terms such as time of day, yesterday, today, tomorrow; begins to understand change over time when applied to self (own growth)  
**SS1.2(3)** Describes recent past events; identifies annual holidays, birthdays, and cultural celebrations

CD.H. PK.3 Develop an awareness and appreciation of family cultural stories and traditions.

**SS3.1(3)** Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community

**I. Geography**

**SS2 Geography and Symbolic Representation, SS3 Culture, Family, and Community**

CD.I. PK.1 Demonstrate a beginning understanding of maps as actual representations of places.

**SS2.1(4)** Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

CD.I. PK.2 Identify similarities and differences of

**SS3.1(3)** Shows awareness of and appreciation for

personal, family and cultural characteristics, and those of others.

family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community

**SS3.1(4)** Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

## J. Government

### SE2 Trust and Relationships, SS4 Government, Economics, and Technology

CD.J. PK.1 Understand that everyone has rights and responsibilities within a group.

**SS4.1(4)** Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

CD.J. PK.2 Demonstrate cooperative behaviors and fairness in social interactions.

**SS4.1(4)** Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

CD.J. PK.3 With modeling and support, negotiate to solve social conflicts with peers.

**SE2.2(3)** Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers

**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

CD.J. PK.4 With modeling and support, demonstrate an awareness of the outcomes of choices.

**SS4.1(4)** Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders;

demonstrates growing awareness of governance, democracy

CD.J. PK.5 With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.

**SS4.1(3)** Demonstrates growing awareness of and follows classroom, home, and community rules with adult reminders; tells why rules are important  
**SS4.1(4)** Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

## K. Economics

## SS4 Government, Economics, and Technology

CD.K. PK.1 With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.

**SS4.2(3)** Understands that adults must work to earn money and that money is used to pay for goods and services; develops awareness of difference between needs and wants and identifies ways to fulfill them through conversation and dramatic play  
**SS4.2(4)** Understands payment for goods and services comes in different forms; differentiates between needs and wants and explains how to fulfill them

CD.K. PK.2 With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.

**SS4.2(2)** Recognizes that money/payment is needed to purchase materials; recognizes that people have basic needs; understands businesses in the community provide goods/services  
**SS4.2(3)** Understands that adults must work to earn money and that money is used to pay for goods and services; develops awareness of difference between needs and wants and identifies ways to fulfill them through conversation and dramatic play  
**SS4.2(4)** Understands payment for goods and services comes in different forms; differentiates between needs and wants and explains how to fulfill them

CD.K. PK.3 With modeling and support, demonstrate responsible consumption and conservation of resources.

**SC4.2(4)** Engages in caring for the environment and conservation.  
**SS4.2(4)** Understands payment for goods and services comes in different forms; differentiates between needs and wants and explains how to fulfill them

## L. Science Inquiry and Application

## M3 Measurement and Data, SC1 Observation and Inquiry

CD.L. PK.1 Explore objects, materials and events in the environment.

**SC1.1(3)** Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.

**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

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CD.L. PK.2 Make careful observations.

**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

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CD.L. PK.3 Pose questions about the physical and natural environment.

**SC1.1(3)** Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.

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CD.L. PK.4 Engage in simple investigations.

**SC1.1(3)** Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.

**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

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CD.L. PK.5 Describe, compare, sort, classify, and order.

**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

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CD.L. PK.6 Record observations using words, pictures, charts, graphs, etc.

**M3.2(3)** With adult support, collects and records information in different ways across learning domain (discussion, maps, charts).

**M3.2(4)** Develops growing abilities to collect, describe, and record information to answer simple questions across learning domains.

**SC1.2(4)** Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars).

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CD.L. PK.7 Use simple tools to extend investigation.

**SC1.2(3)** Uses simple tools to investigate and gather information (magnifying glass, scale, bug catcher); groups materials according to observed features.

**SC1.2(4)** Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars).

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CD.L. PK.8 Identify patterns and relationships.

**SC1.1(3)** Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.

**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

**SC1.2(3)** Uses simple tools to investigate and gather information (magnifying glass, scale, bug catcher); groups materials according to observed features.

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CD.L. PK.9 Make predictions.

**SC1.1(3)** Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.

**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

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CD.L.PK.10 Make inferences, generalizations and explanations based on evidence.

**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks

questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

CD.L.PK.11 Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).

**SC1.1(3)** Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.

**SC1.1(4)** Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

**SC1.2(4)** Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars).

## M. Earth and Space Science

CD.M. PK.1 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).

## SC4 Earth Science and Environment

**SC4.1(3)** Names objects seen in the sky and describes features of the earth and sky and differences between day and night; describes common weather conditions in current season.

**SC4.1(4)** Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

CD.M. PK.2 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.

**SC4.2(3)** Begins to understand that people share the environment with other people, animals, and plants, and that we must take care of it.

## N. Physical Science

CD.N. PK.1 With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).

## SC2 Physical Science

**SC2.1(3)** With adult prompting and support, investigates and describes how an object's speed and direction can be changed by using different forces (kick, push, pull); experiments with light and sound; identifies and categorizes familiar sounds; experiments and observes how properties of matter can transform or combine (water + dirt; freezing water to ice).

**SC2.1(4)** With adult support, predicts and experiments

with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

CD.N. PK.2 With modeling and support, explore the position and motion of objects.

**SC2.1(3)** With adult prompting and support, investigates and describes how an object's speed and direction can be changed by using different forces (kick, push, pull); experiments with light and sound; identifies and categorizes familiar sounds; experiments and observes how properties of matter can transform or combine (water + dirt; freezing water to ice).

**SC2.1(4)** With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

CD.N. PK.3 With modeling and support, explore the properties and characteristics of sound and light.

**SC2.1(3)** With adult prompting and support, investigates and describes how an object's speed and direction can be changed by using different forces (kick, push, pull); experiments with light and sound; identifies and categorizes familiar sounds; experiments and observes how properties of matter can transform or combine (water + dirt; freezing water to ice).

**SC2.1(4)** With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

## O. Life Science

CD.O. PK.1 With modeling and support, identify physical characteristics and simple behaviors of living things.

## SC3 Life Science

**SC3.1(4)** Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

CD.O. PK.2 With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).

**SC3.1(3)** Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; understands needs of living things in order to live (water, food, sunlight,

<p>CD.O. PK.3 With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p>	<p>shelter). <b>SC3.1(4)</b> Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).</p>
<p>CD.O. PK.4 With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).</p>	<p><b>SC3.1(3)</b> Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; understands needs of living things in order to live (water, food, sunlight, shelter). <b>SC3.1(4)</b> Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).</p>
<p>CD.O. PK.5 With modeling and support, recognize similarities and differences between people and other living things.</p>	<p><b>SC3.1(3)</b> Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; understands needs of living things in order to live (water, food, sunlight, shelter). <b>SC3.1(4)</b> Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).</p>

**LL Language and Literacy Development**

**1: Language/Literacy**

**A. Listening and Speaking**

**AL2 Creative Thinking, Problem-Solving, Reasoning, L1 Receptive Language (Listening), L2 Expressive Language (Speaking), M2 Geometry and Spatial Sense**

LL.A. PK.1 Demonstrate understanding of increasingly complex concepts and longer sentences.

**L1.1(3)** Follows two and three-step directions of increasing complexity; listens and responds to simple



rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.

**L1.1(4)** Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

**L2.2(3)** Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.

**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

LL.A. PK.2 Ask meaning of words.

**AL2.2(3)** Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction

**AL2.2(4)** Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains

LL.A. PK.3 Follow two-step directions or requests.

**L1.1(3)** Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.

LL.A. PK.4 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.

**L2.1(3)** Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.

**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

LL.A. PK.5 Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)

**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

LL.A. PK.6 Describe familiar people, places, things and experiences.

**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

**SS2.1(4)** Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

LL.A. PK.7 Use drawings or other visuals to add details to verbal descriptions.

**CA1.1(4)** Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

LL.A. PK.8 With modeling and support, use the conventions of standard English (Grammar): - Use familiar nouns and verbs to describe persons, animals, places, events, actions etc. -i · Form regular plural nouns orally by adding /s/ or /es/. -i · Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how). -i · Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with). -i · Produce and expand complete sentences in shared language activities.

**L2.3(3)** Communicates in expanding sentences; uses grammar rules that are age-appropriate.

**L2.3(4)** Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.

**M2.2(3)** Uses simple positional words (top/bottom, up/down, in/out, on/off, etc.) to describe location across learning domains; uses simple directions to move from place to place.

LL.A. PK.9 With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)

**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

**L2.2(3)** Converses with a rapidly expanding vocabulary; understands words and meanings from growing number

of topics and learning domains; demonstrates understanding of some opposite concepts.

**AL2.2(4)** Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains

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LL.A.PK.10 With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)

**L1.1(3)** Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.

**L2.2(3)** Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.

**AL2.2(3)** Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction

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LL.A.PK.11 Identify real-life connections between words and their use. (Vocabulary)

**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

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LL.A.PK.12 With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)

**L2.2(3)** Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.

**L2.2(4)** Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

**AL2.2(3)** Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction

**AL2.2(4)** Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains

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LL.A.PK.13 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).

**L2.1(3)** Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.

**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

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LL.A.PK.14 With modeling and support, continue a conversation through multiple exchanges.

**L2.1(3)** Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.

**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

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## B. Reading

### CA4 Dramatic Play and Imagination, L3 Foundational Reading

LL.B. PK.1 Ask and answer questions, and comment about characters and major events in familiar stories.

**L3.2(3)** With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.

**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

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LL.B. PK.2 Retell or re-enact familiar stories.

**L3.1(3)** Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

**L3.1(4)** Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

**L3.2(3)** With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.

**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

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LL.B. PK.3 Identify characters and major events in a story.

**L3.2(3)** With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.

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LL.B. PK.4 Demonstrate an understanding of the differences between fantasy and reality.

**CA4.1(4)** Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

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LL.B. PK.5 With modeling and support, describe what part of the story the illustration depicts.

**L3.1(3)** Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

**L3.1(4)** Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands

story structure (beginning, middle, end).

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LL.B. PK.6 With modeling and support, name the author and illustrator of a story and what part each person does for a book.

**L3.1(4)** Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

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LL.B. PK.7 With modeling and support, identify the topic of an informational text that has been read aloud.

**L3.2(3)** With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.  
**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

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LL.B. PK.8 With modeling and support, describe, categorize and compare and contrast information in informational text.

**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

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LL.B. PK.9 With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).

**L3.2(4)** Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

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LL.B.PK.10 Actively engage in group reading with purpose and understanding.

**L3.2(3)** With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.

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LL.B.PK.11 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.

**L3.1(3)** Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure

(beginning, middle, end).

**L3.1(4)** Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

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LL.B.PK.12 Demonstrate an understanding of basic conventions of print in English and other languages.

**L3.1(3)** Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

**L3.1(4)** Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

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LL.B.PK.13 Orient books correctly for reading and turn pages one at a time.

**L3.1(3)** Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

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LL.B.PK.14 Demonstrate an understanding that print carries meaning.

**L3.1(3)** Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

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LL.B.PK.15 With modeling and support, recognize and produce rhyming words.

**L3.3(3)** Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using

actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

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LL.B.PK.16 With modeling and support recognize words in spoken sentences.

**L3.3(3)** Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

---

LL.B.PK.17 With modeling and support identify, blend and segment syllables in spoken words.

**L3.3(3)** Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

**L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

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LL.B.PK.18 With modeling and support, orally blend and segment familiar compound words.

**L3.3(3)** Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

**L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

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LL.B.PK.19 With modeling and support, blend and segment onset and rime in single-syllable spoken words.

**L3.3(3)** Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

**L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to



make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

---

LL.B.PK.20 With modeling and support identify initial and final sounds in spoken words.

**L3.3(3)** Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

**L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

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LL.B.PK.21 With modeling and support recognize and "read" familiar words or environmental print.

**L3.4(3)** Begins to develop alphabetic knowledge (sings the alphabet song, may identify some letters, especially those in own name, recognizes and names some letters) and identifies some environmental print when prompted.

**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

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LL.B.PK.22 With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.

**L3.4(3)** Begins to develop alphabetic knowledge (sings the alphabet song, may identify some letters, especially those in own name, recognizes and names some letters) and identifies some environmental print when prompted.

**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

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LL.B.PK.23 With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.

**L3.4(3)** Begins to develop alphabetic knowledge (sings the alphabet song, may identify some letters, especially those in own name, recognizes and names some letters) and identifies some environmental print when prompted.

**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are

used for different purposes.

LL.B.PK.24 With modeling and support, recognize the sounds associated with letters.

**L3.3(4)** Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

## C. Writing

### L3 Foundational Reading, L4 Writing, PD3 Fine Motor Development

LL.C. PK.7 With modeling and support, notice and sporadically use punctuation in writing.

**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

**L4.1(4)** Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

LL.C. PK.8 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).

**L4.1(3)** Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

**L4.1(4)** Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

LL.C. PK.9 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)

**L4.1(4)** Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

LL.C.PK.10 With modeling and support, discuss and respond to questions from others about writing/drawing.

**L4.1(4)** Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

**CA1.1(4)** Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

LL.C.PK.11 With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.

**AL2.2(4)** Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains

LL.C.PK.12 With modeling and support, explore a variety of digital tools to express ideas.

**SS4.3(4)** Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

LL.C. PK.1 Use a 3-finger grasp of dominant hand to hold a writing tool.

**PD3.3(3)** Uses tools requiring small muscle dexterity (crayons, markers, scissors to cut straight lines, eating utensils)

**PD3.1(4)** Uses small, precise hand movements to complete tasks (fastens clothing, folds paper with accuracy and symmetry; begins attempting to tie shoes, uses a dominant hand)

**PD3.3(4)** Uses tools that require strength and dexterity of small muscles with moderate control (holds scissors correctly to cut shapes and curved lines; controls use of writing, drawing, art tools, and art/craft media; uses spray bottles, paper punch)

LL.C. PK.2 Demonstrate an understanding of the structure and function of print.

**L3.4(4)** Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

**L4.1(3)** Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

**L4.1(4)** Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

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LL.C. PK.3 With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.

**L4.1(3)** Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

**L4.1(4)** Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

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LL.C. PK.4 With modeling and support, demonstrate letter formation in "writing."

**L4.1(3)** Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

**L4.1(4)** Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

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LL.C. PK.5 With modeling and support show awareness that one letter or cluster of letters represents one word.

**L4.1(4)** Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

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LL.C. PK.6 "Read" what he/she has written.

**L4.1(3)** Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

**L4.1(4)** Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most

numerals to 20; copies or writes own name.

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**PD Physical Well-Being and Motor Development**

**7: Physical Development and Health**

**A. Motor Development**

**PD1 Physical Health, Growth, PD2 Gross Motor Development, PD3 Fine Motor Development**

PD.A. PK.1 Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).

**PD1.1(3)** Chooses to participate in active play and exercise for extended periods of time; develops strength, flexibility, and stamina; plays familiar games

**PD2.1(3)** Moves body to travel/play games (runs well, jumps on two feet; gallops); refines flexibility and balance (stands on one foot for up to 3 seconds, performs stretching exercises, walks on uneven surfaces; walks backward, walks in straight line)

**PD2.2(3)** Coordinates body movements with increasing skill (throws overhand at target, crosses the midline, kicks a ball at a target, uses

PD.A. PK.2 Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).

**PD2.2(3)** Coordinates body movements with increasing skill (throws overhand at target, crosses the midline, kicks a ball at a target, uses

PD.A. PK.3 Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).

**PD1.1(3)** Chooses to participate in active play and exercise for extended periods of time; develops strength, flexibility, and stamina; plays familiar games

**PD2.1(3)** Moves body to travel/play games (runs well, jumps on two feet; gallops); refines flexibility and balance (stands on one foot for up to 3 seconds, performs stretching exercises, walks on uneven surfaces; walks backward, walks in straight line)

PD.A. PK.4 Demonstrate spatial awareness in physical activity or movement.

**PD2.1(3)** Moves body to travel/play games (runs well, jumps on two feet; gallops); refines flexibility and balance (stands on one foot for up to 3 seconds, performs stretching exercises, walks on uneven surfaces; walks backward, walks in straight line)

**PD2.1(4)** Refines mobility and moves with a purpose: (walks backward, runs smoothly, jumps with two feet, hops on one foot, gallops, skips); demonstrates flexibility, strength, and balance through play (stretches limbs, walks on straight line/balance board, walks heel-to-toe, stands on one foot for three seconds and longer)

PD.A. PK.5 Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring

**PD3.1(3)** Refines wrist and finger movements for more control (pours without spilling from small container,

precise movements.

successful with some fasteners on clothing, folds paper, manipulates playdough and clay)

**PD3.1(4)** Uses small, precise hand movements to complete tasks (fastens clothing, folds paper with accuracy and symmetry; begins attempting to tie shoes, uses a dominant hand)

PD.A. PK.6 Use classroom and household tools independently with eye-hand coordination to carry out activities.

**PD3.2(3)** Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard)

**PD3.2(4)** Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)

PD.A. PK.7 Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.

**PD1.2(4)** Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

PD.A. PK.8 Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.

**AL3.1(3)** Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions

**AL3.1(4)** Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

## B. Physical Well-Being

### **PD1 Physical Health, Growth, PD4 Safety Awareness and Self-Care**

PD.B. PK.1 Identify and describe the function of body parts.

**SE1.1(4)** Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name

**PD1.2(3)** Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)

PD.B. PK.2 Participate in structured and unstructured active physical play exhibiting strength and stamina.

**PD1.1(3)** Chooses to participate in active play and exercise for extended periods of time; develops strength, flexibility, and stamina; plays familiar games

**PD1.1(4)** Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games

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PD.B. PK.3 Demonstrate basic understanding that physical activity helps the body grow and be healthy.

**PD1.1(4)** Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games

**PD1.2(4)** Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

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PD.B. PK.4 Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.

**PD1.2(3)** Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)

**PD1.2(4)** Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

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PD.B. PK.5 Distinguish nutritious from non-nutritious foods.

**PD1.2(3)** Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)

**PD1.2(4)** Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

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PD.B. PK.6 Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).

**PD4.2(4)** Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)

PD.B. PK.7 Follow basic health practices.

**PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

**PD4.2(4)** Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)

PD.B. PK.8 With modeling and support, identify and follow basic safety rules.

**PD4.1(3)** Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules

PD.B. PK.9 Identify ways adults help to keep us safe.

**PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

PD.B.PK.10 With modeling and support, identify the consequences of unsafe behavior.

**PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

PD.B.PK.11 With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).

**PD4.1(3)** Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules

**PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

PD.B.PK.12 With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.

**PD4.1(4)** Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

## SE Social and Emotional Development

### A. Self

SE.A. PK.1 Recognize and identify own emotions and the emotions of others.

## 5: Social-Emotional Development

**SE1 Self-Awareness and Self-Concept, SE3 Feelings and Emotions, SE4 Self-Regulation, SS3 Culture, Family, and Community**

**SE3.2(3)** Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings

**SE3.2(4)** Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions



**SE3.1(3)** Acknowledges various emotions and feelings of others; may offer to help meet the needs of others

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SE.A. PK.2 Communicate a range of emotions in socially accepted ways.

**SE3.2(3)** Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings

**SE3.2(4)** Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

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SE.A. PK.3 Identify the diversity in human characteristics and how people are similar and different.

**SS3.1(4)** Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

**SE1.1(4)** Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name

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SE.A. PK.4 Compare own characteristics to those of others.

**SS3.1(3)** Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community

**SS3.1(4)** Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

**SE1.1(4)** Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name

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SE.A. PK.5 Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.

**SE4.1(3)** Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately

**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

SE.A. PK.6 Demonstrate the ability to delay gratification for short periods of time.

**SE4.1(3)** Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately  
**SE4.1(4)** Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

SE.A. PK.7 With modeling and support, show awareness of the consequences for his/her actions.

**SS4.1(4)** Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy  
**SE3.2(3)** Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings  
**SE3.2(4)** Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

SE.A. PK.8 Show confidence in own abilities and accomplish routine and familiar tasks independently.

**SE1.3(3)** Shows awareness of ability to do many things and interest in work of others; begins to clean up work/play space with adult prompting  
**SE1.3(4)** Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently

## B. Relationships

### L2 Expressive Language (Speaking), SE2 Trust and Relationships, SE3 Feelings and Emotions

SE.B. PK.1 Express affection for familiar adults.

**SE2.1(3)** Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance

SE.B. PK.2 Seek security and support from familiar adults in anticipation of challenging situations.

**SE2.1(3)** Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance  
**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially

appropriate behavior with adults

SE.B. PK.3 Separate from familiar adults in a familiar setting with minimal distress.

**SE2.1(3)** Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance  
**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

SE.B. PK.4 Engage in extended, reciprocal conversations with familiar adults.

**L2.1(3)** Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.  
**L2.1(4)** Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.  
**SE2.1(3)** Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance

SE.B. PK.5 Request and accept guidance from familiar adults.

**SE2.1(3)** Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance  
**SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

SE.B. PK.6 Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.

**SE2.2(3)** Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers  
**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

SE.B. PK.7 Demonstrate socially competent behavior with peers.

**SE2.2(3)** Interacts with one or more children; develops special friendships; participates in group song, dance,

acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers

**SE2.2(4)** Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

**SE3.1(4)** Shows empathy and caring to others; responds to others emotions appropriately

SE.B. PK.8 With modeling and support, negotiate to resolve social conflicts with peers.

**SE3.2(3)** Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings

**SE3.2(4)** Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

**SE3.1(3)** Acknowledges various emotions and feelings of others; may offer to help meet the needs of others

**SE3.1(4)** Shows empathy and caring to others; responds to others emotions appropriately

SE.B. PK.9 Express concern for the needs of others and people in distress.

**SE3.1(3)** Acknowledges various emotions and feelings of others; may offer to help meet the needs of others

**SE3.1(4)** Shows empathy and caring to others; responds to others emotions appropriately

SE.B.PK.10 Show regard for the feelings of other living things.

**SC3.2(3)** Shows respect for living things.

**SC4.2(3)** Begins to understand that people share the environment with other people, animals, and plants, and that we must take care of it.

**SE3.1(4)** Shows empathy and caring to others; responds to others emotions appropriately

Source: Ohio Early Learning and Development Standards, FINAL October 2012