



**APPROACHES TOWARD LEARNING**  
**Trimester I through II**

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Initiative</b> Initiative and Curiosity	<p>*Seek new and varied experiences and challenges (take risks).</p> <p>*Demonstrate self-direction while participating in a range of activities and routines.</p> <p>*Ask questions to seek explanations about phenomena of interest.</p>	<p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation Informal teacher observation</p> <p>Informal teacher observation</p>
<b>Initiative</b> Planning, Action and Reflection	<p>*Develop, initiate and carry out simple plans to obtain a goal.</p> <p>*Use prior knowledge and information to assess, inform, and plan for future actions and learning.</p>	<p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>
<b>Initiative</b> Engagement and Persistence	<p>*Focus on an activity with deliberate concentration despite distractions.</p>	<p>Free Play, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p>
<b>Initiative</b> Persistence	<p>*Carry out tasks, activities, projects or experiences from beginning to end.</p> <p>*Focus on the task at hand even when frustrated or challenged.</p>	<p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>

**Creativity**  
Innovation and Invention

\*Use imagination and creativity to interact with objects and materials.  
\*Use creative and flexible thinking to solve problems.  
\*Engage in inventive social play.

Free Play, Circle Time, Centers, Outdoor Play  
Free Play, Circle Time, Centers, Outdoor Play  
Free Play, Circle Time, Centers, Outdoor Play

Informal teacher observation  
Informal teacher observation  
Informal teacher observation



(3-5 years) APPROACHES TOWARD LEARNING

Trimester I through III

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Creativity</b> Expression of Ideas and Feelings through the Arts	<p>*Express individuality, life experiences and what he/she knows and is able to do through a variety of media.</p> <p>*Express interest in and show appreciation for the creative work of others.</p>	<p>Free Play, Circle Time, Centers, Sharing</p> <p>Free Play, Circle Time, Centers, Sharing</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>



COGNITIVE AND GENERAL KNOWLEDGE  
Trimester I

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Cognitive Skills</b> Memory	*Communicate about past events and anticipate what comes next during familiar routines and experiences.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
	*With modeling and support remember and use information for a variety of purposes.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
<b>Cognitive Skills</b> Symbolic Thought	*Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
<b>Cognitive Skills</b> Reasoning and Problem-Solving	*Demonstrate ability to solve everyday problems based upon past experience.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
<b>MATHEMATICS:</b> <b>Number Sense</b> Number Sense and Counting	*Count to 20 by ones with increasing accuracy.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Monthly skills assessment, informal teacher observation
	*Identify and name numerals 1-9.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Monthly skills assessment, informal teacher observation
<b>Number Sense</b> Number Sense and Counting	*Identify without counting small quantities of up to 3 items. (Subitize)	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Monthly skills assessment, informal teacher observation
			Monthly skills assessment , informal

\*Demonstrate one-to-one  
correspondence when counting objects  
up to 10.

teacher observation



**COGNITIVE AND GENERAL KNOWLEDGE**  
**Trimester I**

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Measurement and Data</b> Data Analysis	<p>*Understand that the last number spoken tells the number of objects counted.</p> <p>*Collect data by categories to answer simple questions.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Circle Time, Centers</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>
<b>Geometry</b> Spatial Relationships	<p>*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.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Monthly skills assessment, informal teacher observation</p>
<b>Geometry</b> Analyze, Compare and Create Shapes	<p>*Compare two-dimensional shapes, in different sizes and orientations, using informal language.</p> <p>*Create Shapes during play by building, drawing, etc.</p> <p>*Combine simple shapes to form larger shapes.</p>	<p>Free Play, Circle Time, Centers</p> <p>Free Play, Circle Time, Centers</p> <p>Free Play, Circle Time, Centers</p>	<p>Informal teacher observation</p> <p>Informal teacher observation Informal teacher observation</p>
<b>SOCIAL STUDIES:</b> <b>History</b> Historical Thinking and Skills	<p>*Demonstrate an understanding of time in the context of daily experiences.</p>	<p>Daily Schedule</p>	<p>Informal teacher observation</p>
<b>Government</b> Civic Participation and Skills	<p>*Understand that everyone has rights and responsibilities within a group.</p>	<p>Free Play.Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p>
	<p>*Demonstrate cooperative behaviors and fairness in social interactions.</p>	<p>Free Play.Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p>



**COGNITIVE AND GENERAL KNOWLEDGE**  
Trimester I

<b>Strand</b> Topic	<b>*Standard Statement</b>	<b>Daily Framework</b>	<b>Assessment</b>
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**COGNITIVE AND GENERAL KNOWLEDGE**  
**Trimester I**

<p><b>Government</b>          Rules and Laws</p>	<p><i>*With modeling and support, demonstrate an understanding that rules play an important role in promoting safety and protecting fairness.</i></p>	<p>Free Play,Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p>
<p><b>SCIENCE:</b>  <b>Science Inquiry and Application</b>          Inquiry</p>	<p><i>*Explore objects, materials and events in the environment.</i></p> <p><i>*Make careful observations.</i></p> <p><i>*Pose questions about the physical and natural environment</i></p> <p><i>*Engage in simple investigations.</i></p>	<p>Free Play,Circle Time, Centers, Outdoor Play</p> <p>Free Play,Circle Time, Centers, Outdoor Play</p> <p>Free Play,Circle Time, Centers, Outdoor Play</p> <p>Free Play,Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p>
<p><b>Earth and Space Science</b>          Explorations of the Natural World</p>	<p><i>*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).</i></p>	<p>Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p>
<p><b>Physical Science</b>          Explorations of Energy</p>	<p><i>*With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).</i></p> <p><i>*With modeling and support, explore the position and motion of objects.</i></p> <p><i>*With modeling and support, explore the properties and characteristics of sound and light.</i></p>	<p>Circle Time, Centers, Outdoor Play</p> <p>Free Play,Circle Time, Centers, Outdoor Play</p> <p>Free Play,Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p>





**COGNITIVE AND GENERAL KNOWLEDGE**  
**Trimester I**

<b>Strand Topic</b>	<b>*Standard Statement</b>	<b>Daily Framework</b>	<b>Assessment</b>
<b>Life Science</b> Explorations of Living Things	<p>*With modeling and support, identify physical characteristics and simple behaviors of living things.</p> <p>*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>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>



LANGUAGE AND LITERACY DEVELOPMENT

Trimester I

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Listening and Speaking</b> Receptive Language and Comprehension	*Ask meaning of words.	Free Time, Circle Time, Centers, Outdoor Play	Informal teacher observation
<b>Listening and Speaking</b> Expressive Language	*Follow two-step directions or requests.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
	*Use language to communicate in variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict, and seek new information.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
	*Speak audibly and express thoughts, feelings and ideas clearly (Articulation)	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
	*Describe familiar people, places, things and experiences.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
	*Use drawings or other visuals to add details to verbal descriptions.		Informal teacher observation



LANGUAGE AND LITERACY DEVELOPMENT

Trimester I

Strand Topic	*Standard Statement	Daily Framework	Assessment
	<p>*With modeling and support, use the conventions of standards English (Grammar)</p> <ul style="list-style-type: none"> <li>-Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.</li> <li>-Form regular plural nouns orally by adding /s/ or /es/.</li> <li>-Understand and use question words (interrogatives) (e.g., who, what, where, when, why, and how).</li> <li>-Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>-Produce and expand complete sentences in shared language activities</li> </ul>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p>
<p><b>Listening and Speaking</b> Social Communication</p>	<p>*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).</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p>
<p><b>Reading</b> Reading Comprehension</p>	<p>*Ask and answer questions, and comment about characters and major events in familiar stories.</p> <p>*Identify characters and major events in a story.</p> <p>*With modeling and support, describe what part of the story the illustrations depicts.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Circle Time, Centers</p> <p>Circle Time, Centers</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p>



LANGUAGE AND LITERACY DEVELOPMENT

Trimester I

Strand Topic	*Standard Statement	Daily Framework	Assessment
<p><b>Reading</b> Fluency</p>	<p>*With modeling and support, name and identify the topic of an informational text that has been read aloud.</p>	<p>Circle Time, Centers</p>	<p>Informal teacher observation</p>
<p><b>Reading</b> Letter and Word Recognition</p>	<p>*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.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p>
<p><b>Writing</b> Writing Application and Composition</p>	<p>*With modeling and support, recognize and "read" familiar words or environmental print.</p> <p>*With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p>
	<p>**"Read" what he/she has written.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p>



**PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT**

**Trimester I**

Strand Topic	*Standard Statement	Daily Framework	Assessment
<p><b>Motor Development</b> Large Muscle, Balance and Coordination</p>	<p>*Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).</p> <p>*Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).</p> <p>*Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).</p> <p>*Demonstrate spatial awareness in physical activity or movement.</p>	<p>Outdoor Play</p> <p>Outdoor Play</p> <p>Free Time, Circle Time, Centers, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p>
<p><b>Motor Development</b> Small Muscle: Touch Grasp, Reach, Manipulate</p>	<p>*Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.</p> <p>*Use classroom and household tools independently with eye-hand coordination to carry out activities.</p>	<p>Free Time, Circle Time, Centers, Outdoor Play</p> <p>Free Time, Circle Time, Centers</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>
<p><b>Motor Development</b> Oral-Motor</p>	<p>*Demonstrate increasingly complex oral motor skills such as drinking through a straw, blowing bubbles, or repeating a tongue-twister.</p>	<p>Free Time, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p>
<p><b>Physical Well-Being</b> Physical Activity</p>	<p>*Participate in structured and unstructured active physical play exhibiting strength and stamina.</p>	<p>Outdoor Play</p>	<p>Informal teacher observation</p>



PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

Trimester I

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Physical Well-Being</b> Self-Help	<b>*Independently complete personal care tasks (e.g., toileting, teeth brushing, hand-washing, dressing etc.).</b>	Free Time, Circle Time, Centers, Outdoor Play	Informal teacher observation
	<b>*Follow basic health practices.</b>	Free Time, Circle Time, Centers, Outdoor Play	Informal teacher observation
<b>Physical Well-Being</b> Safety Practices	<b>*With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).</b>	Circle Time, Monthly Practice Safety Drills	Informal teacher observation



SOCIAL AND EMOTIONAL DEVELOPMENT

Trimester I

Strand Topic	*Standard Statement	Daily Framework	Assessment
<p><b>Self</b> Awareness and Express of Emotion</p>          <p><b>Relationships</b> Attachment</p>	<p>*Recognize and identify own emotions and the motions of others.</p> <p>*Communicate a range of emotions in socially accepted ways.</p> <p>*Express affection for familiar adults.</p> <p>*Seek Security and support from familiar adults in anticipation of challenging situations.</p> <p>*Separate from familiar adults in a familiar setting with minimal distress.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>          <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p>          <p>Informal teacher observation</p>          <p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p>



**COGNITIVE AND GENERAL KNOWLEDGE**  
**Trimester II**

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Cognitive Skills</b> Symbolic Thought	*Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
<b>Cognitive Skills</b> Reasoning and Problem-Solving	*Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
<b>Cognitive Skills</b> Reasoning and Problem-Solving	*Solve problems by planning and carrying out a sequence of actions.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
<b>MATHEMATICS</b> <b>Number Sense</b> Number Sense and Counting	*Seek more than one solution to a question, problem or task.	Free Play, Circle Time, Centers, Outdoor Play	Monthly skills assessment , informal teacher evaluation
<b>Algebra</b> Group and Categorize	*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.	Free Play, Circle Time, Centers	Monthly skills assessment, informal teacher evaluation
<b>Algebra</b> Patterning	*Sort and classify objects by one or more attributes (e.g., size, shape).	Free Play, Circle Time, Centers, Outdoor Play	Monthly skills assessment, informal teacher evaluation
<b>Algebra</b> Patterning	*Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	Free Play, Circle Time, Centers, Outdoor Play	Monthly skills assessment , informal teacher evaluation
	*Create patterns.		Monthly skills assessment , informal teacher evaluation







Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Algebra</b> Measurement and Data	<p>*Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight).</p> <p>*Order objects by measurable attribute (e.g., biggest to smallest, etc.).</p> <p>*Measure length and volume (capacity) using non-standard or standard measurement tools.</p>	<p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p>	<p>Monthly skills assessment, informal teacher evaluation</p> <p>Monthly skills assessment, informal teacher evaluation</p> <p>Monthly skills assessment, informal teacher evaluation</p>
<b>Geometry</b> Identify and Describe Shapes	<p>*Understand and use names of shapes when identifying objects.</p>	<p>Free Play, Circle Time, Centers</p>	<p>Monthly skills assessment, informal teacher observation</p>
<b>SOCIAL STUDIES:</b> <b>History</b> Heritage	<p>*Develop an awareness and appreciation of family cultural stories and traditions.</p>	<p>Circle Time, Centers</p>	<p>Informal teacher observation</p>
<b>Geography</b> Human Systems	<p>*Identify similarities and differences of personal, family, and cultural characteristics, and those of others.</p>	<p>Circle Time, Centers</p>	<p>Informal teacher observation</p>



**COGNITIVE AND GENERAL KNOWLEDGE**  
**Trimester II**

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Government</b> Civic Participation and Skills	<p>*With modeling and support, negotiate to solve social conflicts with peers.</p> <p>*With modeling and support, demonstrate an awareness of the outcomes of choices.</p>	<p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>
<b>Economics</b> Scarcity	<p>*With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.</p>	<p>Free Play, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p>
<b>SCIENCE:</b> <b>Science Inquiry and Application</b> Inquiry	<p>*Describe, compare, sort, classify, and order.</p> <p>*Record observations using words, pictures, charts, graphics, etc.</p> <p>*Use simple tools to extend investigation.</p> <p>*Identify Patterns and relationships.</p> <p>*Make predictions.</p>	<p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p>

<p><b>Earth and Space Science</b> Explorations of the Natural World</p>	<p>*With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions towards the natural environment.</p>	<p>Free Play, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p>
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COGNITIVE AND GENERAL KNOWLEDGE

Trimester II

<b>Strand Topic</b>	<b>*Standard Statement</b>	<b>Daily Framework</b>	<b>Assessment</b>
<b>Life Science</b> Explorations of Living Things	*With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	Circle Time, Centers, Outdoor Play	Informal teacher observation



LANGUAGE AND LITERACY DEVELOPMENT  
Trimester II

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Listening and Speaking</b> Receptive Language and Comprehension	*Demonstrate understanding of increasingly complex concepts and longer sentences.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
<b>Listening and Speaking</b> Expressive Language	*With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)  *With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)  *Identify real-life connections between words and their use. (Vocabulary)  *With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - <i>walk, march prance</i> , etc.). (Vocabulary)  *With modeling and support, continue a conversation through multiple exchanges.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play  Free Time, Circle Time, Centers, Daily Routine, Outdoor Play  Free Time, Circle Time, Centers, Daily Routine, Outdoor Play  Free Time, Circle Time, Centers, Daily Routine, Outdoor Play  Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation  Informal teacher observation
<b>Reading</b> Reading Comprehension	*Retell or re-enact familiar stories.  *Demonstrate an understanding of the differences between fantasy and reality.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	



LANGUAGE AND LITERACY DEVELOPMENT  
Trimester II

Strand Topic	*Standard Statement	Daily Framework	Assessment
<p><b>Reading</b> Reading Comprehension</p>	<p>*With modeling and support, name the author and illustrator of a story and what part each person does for a book.</p> <p>*With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).</p> <p>*Actively engage in group reading with purpose and understanding.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine</p> <p>Free Time, Circle Time, Centers, Daily Routine</p>	
<p><b>Reading</b> Print Concepts</p>	<p>*Demonstrate an understanding of basic conventions of print in English and other languages.</p> <p>*Orient books correctly for reading and turn pages one at a time.</p>	<p>Free Time, Circle Time, Centers, Daily Routine Free Time, Circle Time, Centers, Daily Routine</p> <p>Free Time, Circle Time, Centers, Daily Routine Free Time, Circle Time, Centers, Daily Routine</p>	
<p><b>Reading</b> Phonological Awareness <b>Reading</b> Letter and Word Recognition</p>	<p>*Demonstrate an understanding that print carries meaning.</p> <p>*With modeling and support, recognize and produce rhyming words.</p> <p>*With modeling and support recognize and name some upper and lower case letters in addition to those in first name.</p> <p>*With modeling and support, recognize the sounds associated with letters.</p>	<p>Free Time, Circle Time, Centers, Daily Routine Free Time, Circle Time, Centers, Daily Routine</p> <p>Free Time, Circle Time, Centers, Daily Routine</p>	



LANGUAGE AND LITERACY DEVELOPMENT  
Trimester II

Strand Topic	*Standard Statement	Daily Framework	Assessment
<p><b>Writing</b> Writing Process</p>	<p>*Demonstrate an understanding of the structure and function of print.</p> <p>*With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.</p> <p>*With modeling and support, demonstrate letter formation "writing."</p> <p>*With modeling and support, show awareness that one letter or cluster of letters represents one word.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation, monthly assessments Informal teacher observation, monthly assessments</p> <p>Informal teacher observation, monthly assessments Informal teacher observation, monthly assessments</p>
<p><b>Writing</b> Writing Application and Composition</p>	<p>*With modeling and support, use a combination of drawing, dictating and emergent writing for variety of purposes (e.g., letters, greeting cards, menus, lists, books).</p> <p>*With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)</p> <p>*With modeling and support, discuss and respond to questions from others about writing/drawing.</p> <p>*With modeling and support, explore a variety of digital tools to express ideas.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p>





**LANGUAGE AND LITERACY DEVELOPMENT**

**Trimester II**



PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

Trimester II

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Motor Development</b> Sensory Motor	*Regulate reactions to external sensory stimuli in order to focus on complex task or activities.	Free Time, Circle Time, Centers, Outdoor Play	Informal teacher observation
<b>Physical Well-Being</b> Body Awareness	*Identify and describe the function of body parts.	Free Time, Circle Time, Centers, Outdoor Play	Informal teacher observation
<b>Physical Well-Being</b> Physical Activity	*Demonstrate basic understanding that physical activity helps the body grow and be healthy.	Free Time, Circle Time, Centers, Outdoor Play	Informal teacher observation
<b>Physical Well-Being</b> Nutrition	*Demonstrate basic understanding that eating a variety of foods helps the body grown and be healthy.  *Distinguish nutritious from non-nutritious foods.	Breakfast/Lunch, Free Time, Circle Time, Centers  Breakfast/Lunch, Free Time, Circle Time, Centers	Informal teacher observation  Informal teacher observation
<b>Physical Well-Being</b> Safety Practices	*With modeling and support, identify and follow basic safety rules.  *Identify ways adults help to keep us safe.  *With modeling and support, identify consequences of unsafe behavior.  *With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	Free Time, Circle Time, Centers, Outdoor Play Free Time, Circle Time, Centers, Outdoor Play Free Time, Circle Time, Centers, Outdoor Play Free Time, Circle Time, Centers, Outdoor Play	Informal teacher observation Informal teacher observation Informal teacher observation Informal teacher observation



SOCIAL AND EMOTIONAL DEVELOPMENT

Trimester II

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Self</b> Self-Concept	<p>*Identify the diversity in human characteristics and how people are similar and different.</p> <p>*Compare own characteristics to those of others.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>
<b>Self</b> Self-Regulation	<p>*Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.</p> <p>*With modeling and support, show awareness of the consequences of his/her actions.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>
<b>Self</b> Sense of Competence	<p>*Show confidence in own abilities and accomplish routines and familiar tasks independently.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p>
<b>Relationships</b> Interactions with Adults	<p>*Engage in extended, reciprocal conversations with familiar adults.</p> <p>*Request and accept guidance from familiar adults.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>
<b>Relationships</b> Peer Interactions and Relationships	<p>*Demonstrate socially competent behavior with peers.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p>



SOCIAL AND EMOTIONAL DEVELOPMENT

Trimester II

Strand Topic	*Standard Statement	Daily Framework	Assessment
Relationships Empathy	*Express concerns for the needs of others and people in distress.  *Show regard for the feelings of other living things.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation  Informal teacher observation



**COGNITIVE AND GENERAL KNOWLEDGE**  
**Trimester III**

Strand Topic	*Standard Statement	Daily Framework	Assessment
<b>Cognitive Skills</b> Memory	*Recreate complex ideas, events/ situations with personal adaptations.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
<b>Cognitive Skills</b> Reasoning and Problem-Solving	*Explain reasoning for the solution selected.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
<b>MATHEMATICS</b> <b>Number Relationships and            Operations</b> Number Relationships	*Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	Free Play, Circle Time, Centers, Outdoor Play	Monthly skills assessment, informal teacher evaluation
<b>Geometry</b> Identify and Describe Shapes	*Name three-dimensional objects using informal, descriptive vocabulary (e.g., "cube" for box, "ice cream cone" for cone, "ball" for sphere, etc.).	Free Play, Circle Time, Centers	Monthly skills assessment, informal teacher evaluation
<b>SOCIAL STUDIES:</b> <b>History</b> Historical Thinking and Skills	*Develop an awareness of his/her history.	Free Play, Circle Time, Centers	Informal teacher observation
<b>SOCIAL STUDIES:</b> <b>Geography</b> Spatial Thinking and Skills	*Demonstrate a beginning understanding of maps as actual representations of places.	Circle Time, Centers	Informal teacher observation
<b>Economics</b> Production and Consumption	*With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	Circle Time, Centers	Informal teacher observation



**COGNITIVE AND GENERAL KNOWLEDGE**

**Trimester III**

	<p>*With modeling and support, demonstrate responsible consumption and conservation of resources.</p>	<p>Circle Time, Centers</p>	<p>Informal teacher observation</p>
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COGNITIVE AND GENERAL KNOWLEDGE

Trimester III

Strand Topic	*Standard Statement	Daily Framework	Assessment
<p><b>SCIENCE:</b> <b>Science Inquiry and Application</b> Inquiry</p>	<p>*<b>Make</b> inferences, generalizations and explanations based on evidence.</p> <p>*Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatizations)</p>	<p>Free Play, Circle Time, Centers, Outdoor Play</p> <p>Free Play, Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>
<p><b>Life Science</b> Explorations of Living Things</p>	<p>*With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).</p> <p>*With modeling and support, recognize similarities and differences between people and other living things.</p>	<p>Circle Time, Centers, Outdoor Play</p> <p>Circle Time, Centers, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>



LANGUAGE AND LITERACY DEVELOPMENT

Trimester III

Strand Topic	*Standard Statement	Daily Framework	Assessment
<p><b>Reading</b> Reading Comprehension</p>	<p>*With modeling and support, describe, categorize and compare and contrast information in informational text.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p>
<p><b>Reading</b> Phonological Awareness</p>	<p>*With modeling and support, recognize words in spoken sentences.</p> <p>*With modeling and support, identify, blend and segment syllables in spoken words.</p> <p>*With modeling and support, orally blend and segment familiar compound words.</p> <p>*With modeling and support, blend and segment onset and rime in single-syllable spoken words.</p> <p>*With modeling and support, identify initial and final sounds in spoken words.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p> <p>Informal teacher observation</p>
<p><b>Writing</b> Writing Process</p>	<p>*Use a 3-finger grasp of dominant hand to hold a writing tool.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p>	<p>Informal teacher observation, monthly assessment</p>
<p><b>Writing</b> Writing Application and Composition</p>	<p>*With modeling and support, notice and sporadically use punctuation in writing.</p> <p>*With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.</p>	<p>Free Time, Circle Time, Centers, Daily Routine, Outdoor Play</p> <p>Circle Time, Centers</p>	<p>Informal teacher observation</p> <p>Informal teacher observation</p>



**LANGUAGE AND LITERACY DEVELOPMENT**

**Trimester III**

**LANGUAGE AND LITERACY DEVELOPMENT**

**Trimester III**



**WHCSD Scope and Sequence**

**2021-2022**

**Pre-Kindergarten (3-5 years)**

**SOCIAL AND EMOTIONAL DEVELOPMENT**

**Trimester III**

<b>Strand</b> Topic	<b>*Standard Statement</b>	<b>Daily Framework</b>	<b>Assessment</b>
<b>Self</b> Self-Regulation	*Demonstrate the ability to delay gratification for short periods of time.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
<b>Relationships</b> Peer Interactions and Relationships	*Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation
	*With modeling and support, negotiate to resolve social conflicts with pers.	Free Time, Circle Time, Centers, Daily Routine, Outdoor Play	Informal teacher observation