



Riverside Early Assessments of Learning

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Alignment of
*Riverside Early
Assessments of Learning
Kindergarten Readiness
Observational Version*

to

*Early Childhood (Birth-5)
Developmental Standards-Draft*

The following table contains an alignment of the REAL *Kindergarten Readiness Observational Version* (REAL KR–OV) Developmental Indicators and Developmental Milestones to the guidelines published in *Early Childhood (Birth-5) Developmental Standards-Draft, 2011*.

References:

Early Childhood (Birth-5) Developmental Standards-Draft by Office of Education North American Division of Seventh-day Adventists

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Alignment of Early Childhood (Birth-5) Developmental Standards-Draft
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Seventh-day Adventists Early Childhood Developmental Standards Birth through Age Five-Draft - 2011	REAL KR-OV Developmental Indicators and Milestones
Physical and Health	
Gross Motor:	
2.1 Participates in a variety of gross-motor activities with age-appropriate equipment to develop control, balance, strength, and coordination	
2.1.1 Uses spatial awareness to control body movements and perceptual motor integration to show the ability of different sensory systems (visual, auditory, etc.) working together	<p>(KR-OV 54): Demonstrates control of large muscles for movement, navigation, and balance.</p> <ul style="list-style-type: none"> • Gains some control of head and body. • Changes body positions and begins to move from place to place. • Moves from place to place with growing control over arms and legs. • Shows growing body control and ability to walk and climb. • Uses arms and legs in coordinated movements to run, throw, and climb. • Uses arms and legs in coordinated movements to run, throw, climb, and kick. • Demonstrates growing balance and control when running, jumping, climbing, throwing, and kicking. • Demonstrates balance and control in physical activities that combine multiple movements and muscle groups. • Demonstrates balance and control in sophisticated physical activities that combine multiple movements and muscle groups. • Performs complex physical activities using all large muscle groups with agility, balance, and control. <p>(IDEA-OV 28): Demonstrates perceptual-motor integration skills.</p> <ul style="list-style-type: none"> • Uses sensory information to guide hand and body movements. • Uses sensory information in both gross motor and fine motor activities. • Integrates sensory information to guide complex body movements and involvement in activities. • Integrates sensory information to guide complex body movements and involvement in games and to manipulate small objects. • Integrates perceptual-motor skills in academic work, play, and sports activities. • Uses perceptual-motor skills fluidly in academic work, play, and sports activities. <p>(IDEA-OV 2): Demonstrates visual, auditory, and sensory perception.</p>

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	<ul style="list-style-type: none"> • Follows movements and sounds with head and eyes. • Follows movements and sounds; begins to explore objects with hands and mouth. • Responds to and begins to anticipate sights and sounds; explores toys and materials. • Uses visual, auditory, and sensory skills to explore new environments and in gross motor and fine motor activities. • Responds to and anticipates sights and sounds; uses perception in play. • Integrates visual, auditory, and sensory perception skills in everyday activities. • Demonstrates developing visual, auditory, and sensory perception skills in academic work and play. • Integrates visual, auditory, and sensory perception skills in academic work and play. • Demonstrates the complex use of visual, auditory, and sensory perception skills in a wide variety of academic work and play situations.
2.1.2 Develops coordination and balance, i.e., sit, rock, stand, hop on one foot, etc.	<p>(KR-OV 54): Demonstrates control of large muscles for movement, navigation, and balance.</p> <ul style="list-style-type: none"> • Gains some control of head and body. • Changes body positions and begins to move from place to place. • Moves from place to place with growing control over arms and legs. • Shows growing body control and ability to walk and climb. • Uses arms and legs in coordinated movements to run, throw, and climb. • Uses arms and legs in coordinated movements to run, throw, climb, and kick. • Demonstrates growing balance and control when running, jumping, climbing, throwing, and kicking. • Demonstrates balance and control in physical activities that combine multiple movements and muscle groups. • Demonstrates balance and control in sophisticated physical activities that combine multiple movements and muscle groups. • Performs complex physical activities using all large muscle groups with agility, balance, and control.
2.1.3 Increases strength, endurance, and flexibility	<p>(KR-OV 54): Demonstrates control of large muscles for movement, navigation, and balance.</p> <ul style="list-style-type: none"> • Uses arms and legs in coordinated movements to run, throw, and climb. • Uses arms and legs in coordinated movements to run, throw, climb, and kick.

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	<ul style="list-style-type: none"> • Demonstrates growing balance and control when running, jumping, climbing, throwing, and kicking. • Demonstrates balance and control in physical activities that combine multiple movements and muscle groups. • Demonstrates balance and control in sophisticated physical activities that combine multiple movements and muscle groups. • Performs complex physical activities using all large muscle groups with agility, balance, and control.
2.1.4 Coordinates large muscle movements, i.e., rolls-over, crawls, walks, throws, runs, etc.	<p>(KR-OV 54): Demonstrates control of large muscles for movement, navigation, and balance.</p> <ul style="list-style-type: none"> • Gains some control of head and body. • Changes body positions and begins to move from place to place. • Moves from place to place with growing control over arms and legs. • Shows growing body control and ability to walk and climb. • Uses arms and legs in coordinated movements to run, throw, and climb. • Uses arms and legs in coordinated movements to run, throw, climb, and kick.
Fine Motor:	
2.2 Uses fine motor skills in a variety of age-appropriate ways with purpose, precision, and coordination	
2.2.1 Develops eye-hand coordination	<p>(KR-OV 52): Uses strength, control, and eye-hand coordination to perform tasks.</p> <ul style="list-style-type: none"> • Coordinates hand movements; begins to use simple eye-hand coordination in play and feeding. • Demonstrates sufficient strength and control in fingers and hands to manipulate items. • Uses strength and control in fingers and hands in play and feeding. • Uses strength, control, and eye-hand coordination with growing intent in work and play. • Demonstrates increasing strength and control in fingers and hands. • Uses strength, control, and eye-hand coordination for independent work, play, and personal care. • Uses strength, control, and eye-hand coordination with confidence for independent work, play, and personal care. <p>(KR-OV 53): Demonstrates control of eating utensils and writing, drawing, and art tools.</p> <ul style="list-style-type: none"> • Shows interest in and reaches for items associated with food. • Feeds self with fingers, drinks from a cup, and

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	<p>holds bottle if bottle-fed.</p> <ul style="list-style-type: none"> • Eats with minimal help; begins to show interest in drawing tools. • Feeds self a variety of foods and regularly uses spoons and cups; shows interest in drawing tools. • Eats independently, using fingers, spoons, and forks; uses a variety of writing and drawing tools. • Eats independently using all utensils; manipulates a variety of writing and drawing tools. • Demonstrates control of most eating, writing, and drawing tools. • Demonstrates control of a variety of eating, writing, and drawing tools.
2.2.2 Holds and uses objects properly, i.e., reaches, grasps, manipulates, and releases	<p>(KR-OV 52): Uses strength, control, and eye-hand coordination to perform tasks.</p> <ul style="list-style-type: none"> • Coordinates hand movements; begins to use simple eye-hand coordination in play and feeding. • Demonstrates sufficient strength and control in fingers and hands to manipulate items. • Uses strength and control in fingers and hands in play and feeding. • Uses strength, control, and eye-hand coordination with growing intent in work and play. • Demonstrates increasing strength and control in fingers and hands. • Uses strength, control, and eye-hand coordination for independent work, play, and personal care. • Uses strength, control, and eye-hand coordination with confidence for independent work, play, and personal care. <p>(KR-OV 53): Demonstrates control of eating utensils and writing, drawing, and art tools.</p> <ul style="list-style-type: none"> • Shows interest in and reaches for items associated with food. • Feeds self with fingers, drinks from a cup, and holds bottle if bottle-fed. • Eats with minimal help; begins to show interest in drawing tools. • Feeds self a variety of foods and regularly uses spoons and cups; shows interest in drawing tools. • Eats independently, using fingers, spoons, and forks; uses a variety of writing and drawing tools. • Eats independently using all utensils; manipulates a variety of writing and drawing tools. • Demonstrates control of most eating, writing, and drawing tools. • Demonstrates control of a variety of eating, writing, and drawing tools.
2.2.3 Shows increasing refinement and detail in movements	<p>(KR-OV 52): Uses strength, control, and eye-hand coordination to perform tasks.</p>

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	<ul style="list-style-type: none"> • Uses strength, control, and eye-hand coordination with growing intent in work and play. • Demonstrates increasing strength and control in fingers and hands. • Uses strength, control, and eye-hand coordination for independent work, play, and personal care. • Uses strength, control, and eye-hand coordination with confidence for independent work, play, and personal care. <p>(KR-OV 53): Demonstrates control of eating utensils and writing, drawing, and art tools.</p> <ul style="list-style-type: none"> • Shows interest in and reaches for items associated with food. • Feeds self with fingers, drinks from a cup, and holds bottle if bottle-fed. • Eats with minimal help; begins to show interest in drawing tools. • Feeds self a variety of foods and regularly uses spoons and cups; shows interest in drawing tools. • Eats independently, using fingers, spoons, and forks; uses a variety of writing and drawing tools. • Eats independently using all utensils; manipulates a variety of writing and drawing tools. • Demonstrates control of most eating, writing, and drawing tools. • Demonstrates control of a variety of eating, writing, and drawing tools.
2.2.4 Performs tasks that require small muscle strength and control	<p>(KR-OV 52): Uses strength, control, and eye-hand coordination to perform tasks.</p> <ul style="list-style-type: none"> • Coordinates hand movements; begins to use simple eye-hand coordination in play and feeding. • Demonstrates sufficient strength and control in fingers and hands to manipulate items. • Uses strength and control in fingers and hands in play and feeding. • Uses strength, control, and eye-hand coordination with growing intent in work and play. • Demonstrates increasing strength and control in fingers and hands. • Uses strength, control, and eye-hand coordination for independent work, play, and personal care. • Uses strength, control, and eye-hand coordination with confidence for independent work, play, and personal care. <p>(KR-OV 53): Demonstrates control of eating utensils and writing, drawing, and art tools.</p> <ul style="list-style-type: none"> • Shows interest in and reaches for items associated with food. • Feeds self with fingers, drinks from a cup, and

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	<p>holds bottle if bottle-fed.</p> <ul style="list-style-type: none"> • Eats with minimal help; begins to show interest in drawing tools. • Feeds self a variety of foods and regularly uses spoons and cups; shows interest in drawing tools. • Eats independently, using fingers, spoons, and forks; uses a variety of writing and drawing tools. • Eats independently using all utensils; manipulates a variety of writing and drawing tools. • Demonstrates control of most eating, writing, and drawing tools. • Demonstrates control of a variety of eating, writing, and drawing tools.
Health:	
2.3 Participates in activities related to health and personal care routines	
2.3.1 Willingly takes part in various learning experiences about nutrition and tries a variety of nutritious foods	<p>(KR-OV 50): Follows basic health practices.</p> <ul style="list-style-type: none"> • Shows awareness of basic health practices. • Assists caregiver with basic health practices. • Assists caregiver with personal care tasks. • Manages personal care tasks with caregiver assistance and support; shows some knowledge of good health. • Understands and demonstrates basic personal health care practices; manages personal care tasks with caregiver support. • Implements many basic strategies and practices for good health; manages personal care tasks with caregiver support. • Demonstrates some understanding of practices to maintain good health; manages most personal care tasks without support. • Demonstrates an understanding of current health and wellness issues; manages personal care tasks.
2.3.2 Learns the importance of a healthy body, daily physical activity, and rest	<p>(KR-OV 50): Follows basic health practices.</p> <ul style="list-style-type: none"> • Shows awareness of basic health practices. • Assists caregiver with basic health practices. • Assists caregiver with personal care tasks. • Manages personal care tasks with caregiver assistance and support; shows some knowledge of good health. • Understands and demonstrates basic personal health care practices; manages personal care tasks with caregiver support. • Implements many basic strategies and practices for good health; manages personal care tasks with caregiver support. • Demonstrates some understanding of practices to maintain good health; manages most personal care tasks without support. • Demonstrates an understanding of current health

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	and wellness issues; manages personal care tasks.
2.3.3 Shows increasing independence in performing personal care routines	<p>(KR-OV 50): Follows basic health practices.</p> <ul style="list-style-type: none"> • Shows awareness of basic health practices. • Assists caregiver with basic health practices. • Assists caregiver with personal care tasks. • Manages personal care tasks with caregiver assistance and support; shows some knowledge of good health. • Understands and demonstrates basic personal health care practices; manages personal care tasks with caregiver support. • Implements many basic strategies and practices for good health; manages personal care tasks with caregiver support. • Demonstrates some understanding of practices to maintain good health; manages most personal care tasks without support. • Demonstrates an understanding of current health and wellness issues; manages personal care tasks. <p>(KR-OV 49): Performs basic self-care tasks.</p> <ul style="list-style-type: none"> • Uses language and gestures to communicate food, drink, and diapering needs. • Uses language and gestures to communicate food, drink, and diapering needs; begins to assist with dressing self. • Grows in ability to assist with self-care tasks; begins toileting behaviors. • Uses the toilet during the day and regularly performs many self-care tasks. • Eats and drinks independently; manages most self-care tasks. • Performs self-care tasks independently.
2.3.4 Shows understanding and acceptance of need for visiting the doctor, dentist, clinic, etc. and following the doctors' instructions for getting well or staying well	<p>(KR-OV 50): Follows basic health practices.</p> <ul style="list-style-type: none"> • Shows awareness of basic health practices. • Assists caregiver with basic health practices. • Assists caregiver with personal care tasks. • Manages personal care tasks with caregiver assistance and support; shows some knowledge of good health. • Understands and demonstrates basic personal health care practices; manages personal care tasks with caregiver support. • Implements many basic strategies and practices for good health; manages personal care tasks with caregiver support. • Demonstrates some understanding of practices to maintain good health; manages most personal care tasks without support. • Demonstrates an understanding of current health and wellness issues; manages personal care tasks.
Safety:	

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2.4 Recognizes and practices safe behaviors	
2.4.1 Listens to and follows adult directions on safety procedures during practices	<p>(KR-OV 51): Follows basic safety rules.</p> <ul style="list-style-type: none"> • Understands and follows organization's or caregiver's rules and instructions for safe behavior with adult support. • Reacts with appropriate fear and caution in the presence of danger. • Shows awareness of potentially dangerous situations, people, settings, substances, objects, and activities. • Understands and follows basic safety rules in daily activities. • Recognizes and avoids potentially dangerous situations, people, settings, substances, objects, and activities with teacher support. • Recognizes and avoids potentially dangerous situations, people, settings, substances, objects, and activities.
2.4.2 Knows how and when to seek help	<p>(KR-OV 51): Follows basic safety rules.</p> <ul style="list-style-type: none"> • Understands and follows organization's or caregiver's rules and instructions for safe behavior with adult support. • Reacts with appropriate fear and caution in the presence of danger. • Shows awareness of potentially dangerous situations, people, settings, substances, objects, and activities. • Understands and follows basic safety rules in daily activities. • Recognizes and avoids potentially dangerous situations, people, settings, substances, objects, and activities with teacher support. • Recognizes and avoids potentially dangerous situations, people, settings, substances, objects, and activities.
2.4.3 Develops knowledge of environmental safety practices concerning: water, sun, animals, plants, playgrounds, fire, streets, weapons, medications, poisons, tools	<p>(KR-OV 51): Follows basic safety rules.</p> <ul style="list-style-type: none"> • Understands and follows organization's or caregiver's rules and instructions for safe behavior with adult support. • Reacts with appropriate fear and caution in the presence of danger. • Shows awareness of potentially dangerous situations, people, settings, substances, objects, and activities. • Understands and follows basic safety rules in daily activities. • Recognizes and avoids potentially dangerous situations, people, settings, substances, objects, and activities with teacher support. • Recognizes and avoids potentially dangerous

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	situations, people, settings, substances, objects, and activities.
2.4.4 Develops knowledge of personal safety including good and bad touch, stranger awareness, and knowing personal information	<p>(KR-OV 51): Follows basic safety rules.</p> <ul style="list-style-type: none"> • Develops trusting relationships with familiar adults; is anxious with unfamiliar adults. • Seeks caregiver comfort and assistance; is hesitant or cautious in new environments or situations. • Develops trusting relationships with familiar adults; is comfortable with less familiar adults. • Understands and follows organization's or caregiver's rules and instructions for safe behavior with adult support. • Reacts with appropriate fear and caution in the presence of danger. • Shows awareness of potentially dangerous situations, people, settings, substances, objects, and activities. • Understands and follows basic safety rules in daily activities. • Recognizes and avoids potentially dangerous situations, people, settings, substances, objects, and activities with teacher support. • Recognizes and avoids potentially dangerous situations, people, settings, substances, objects, and activities.
Perceptual Development:	
2.5 Uses senses to become aware of the social and physical environment	
2.5.1 Children use the senses to explore objects and people in the environment, to change the way they interact with the environment and to inform the way they interact with the environment.	<p>(KR-OV 56): Adapts to new environments and surroundings.</p> <ul style="list-style-type: none"> • Uses a range of senses and movements to explore environment. • Notices differences in environment and surroundings. • Uses strategies to integrate into new surroundings. • Interacts within new environment with support. • Adjusts easily to new environment or surroundings.
Social-Emotional	
Self-Awareness:	
3.1 Develops confidence and self-awareness	
3.1.1 Recognizes own abilities and accomplishments	<p>(KR-OV 62): Shows some self-direction and ability to accomplish goals.</p> <ul style="list-style-type: none"> • Shows awareness of people and objects in immediate surroundings. • Acts to make things happen in immediate surroundings.

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	<ul style="list-style-type: none"> • Shows initiative. • Acts with intent and begins to accomplish goals. • Acts with purpose and accomplishes goals. • Shows self-direction in daily activities. • Demonstrates initiative, self-direction, and independence.
3.1.2 Recognizes individual uniqueness	<p>(KR-OV 61): Demonstrates self-confidence and independence.</p> <ul style="list-style-type: none"> • Begins to vocalize needs. • Expresses needs clearly through vocalizations, gestures, and expressions. • Shows self-awareness while expressing needs. • Shows self-awareness through words, behaviors, and actions. • Shows growing self-confidence while relying on support from others. • Shows some self-confidence when trying new activities with the support of others. • Shows self-confidence and growing independence through words, behaviors, and actions. • Demonstrates confidence and independence in new activities and interactions. • Demonstrates confidence and independence in new and familiar activities and interactions.
3.1.3 Expresses feelings through facial expressions, movements, gestures, actions, sounds, words or language	<p>(KR-OV 55): Expresses a range of feelings.</p> <ul style="list-style-type: none"> • Expresses emotions verbally and nonverbally. • Notices distress in others and expresses emotions in response. • Expresses emotions and affection verbally and nonverbally. • Expresses a wide range of emotions and affection verbally and nonverbally. • Acknowledges distress in others and demonstrates a range of emotions in response. • Responds to different emotional states in others by expressing emotions. • Expresses a wide range of feelings and emotions. <p>(KR-OV 60): Demonstrates empathy and caring for others.</p> <ul style="list-style-type: none"> • Expresses feelings and emotions. • Demonstrates a range of empathic behaviors; shares feelings and emotions appropriately.
3.1.4 Begins to identify and understand one's own feelings	<p>(KR-OV 65): Manages feelings, impulses, and behaviors.</p> <ul style="list-style-type: none"> • Expresses feelings and accepts caregiver support to manage own behaviors. • Manages behaviors with caregiver support. • Manages own feelings and behaviors with caregiver support. • Manages own feelings, impulses, and behaviors with some adult support.

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	<ul style="list-style-type: none"> • Uses a variety of strategies to manage own feelings, impulses, and behaviors. • Demonstrates sophisticated strategies to manage own feelings, impulses, and behaviors.
3.1.5 Begins to accurately read and comprehend emotional states in others	<p>(KR-OV 60): Demonstrates empathy and caring for others.</p> <ul style="list-style-type: none"> • Reacts negatively to anxiety exhibited by other children and adults, but can be comforted. • Shows awareness of others' feelings. • Demonstrates early signs of empathy and sensitivity to others. • Demonstrates positive social behaviors; helps, comforts, and soothes peers, caregiver, and trusted adults. • Shows awareness of others' feelings and emotions. • Expresses feelings and emotions. • Demonstrates a range of empathic behaviors; shares feelings and emotions appropriately.
Self-Control:	
3.2 Develops self-control, competence, and personal responsibility	
3.2.1 Manages transitions and adapts to changes	<p>(KR-OV 64): Shifts attention between tasks and manages transitions.</p> <ul style="list-style-type: none"> • Begins to adopt strategies to manage transitions with caregiver support. • Adopts strategies to manage transitions with caregiver support. • Manages transitions with caregiver support. • Uses a variety of strategies to manage the full range of daily transitions. • Manages transitions and begins to shift attention between tasks with support. • Manages changes in schedule and activities with growing ease; shows increasing ability to shift attention between tasks. • Uses a variety of strategies to manage changes in schedules and shift attention between tasks.
3.2.2 Follows rules and routines purposefully and respectfully	<p>(KR-OV 63): Follows classroom rules and routines and handles materials carefully and respectfully.</p> <ul style="list-style-type: none"> • Shows awareness of rules, routines, and schedules. • Begins to follow rules, routines, and schedules. • Shows increasing ability to follow rules, routines, and schedules with guidance. • Follows rules, routines, and schedules with adult supervision. • Follows simple rules, routines, and schedules with little supervision. • Independently follows most rules, routines, and schedules; handles materials with care.

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	<ul style="list-style-type: none"> • Independently follows rules, routines, and schedules; handles materials with care and respect. <p>(KR-OV 51): Follows basic safety rules.</p> <ul style="list-style-type: none"> • Understands and follows organization's or caregiver's rules and instructions for safe behavior with adult support.
3.2.3 Shows initiative, self-direction, positive attitudes, and sustains attention to task	<p>(KR-OV 30): Shows increasing ability to set goals and complete tasks, activities, and projects.</p> <ul style="list-style-type: none"> • Demonstrates purposeful behaviors in simple actions. • Shows determination in actions and completes activities. • Exhibits growing determination to complete tasks and activities; begins to make plans. • Exhibits determination to complete tasks and activities; makes plans. • Exhibits determination to complete tasks, activities, and projects; makes simple plans. • Demonstrates determination to complete tasks, activities, and projects; sets goals. • Sets goals and completes tasks, activities, and projects. <p>(KR-OV 28): Shows the ability to plan and organize work and play.</p> <ul style="list-style-type: none"> • Explores new ways to move and play. • Explores and interacts with toys and materials. • Explores multiple ways to interact with toys and materials. • Uses some simple planning and organizational skills in work and play. • Implements some systematic planning and organizational skills in work and play. <p>(KR-OV 29): Shows growing capacity to maintain concentration despite distractions and interruptions.</p> <ul style="list-style-type: none"> • Attends to faces and high-contrast objects in immediate surroundings. • Interacts with people and objects in immediate surroundings. • Explores a variety of activities during the day. • Shows a preference for certain tasks and activities. • Seeks novel tasks and activities. • Shows focused concentration while engaged in novel tasks and activities. • Maintains intense concentration while engaged in tasks and activities.
3.2.4 Separates from family members without undue stress	<p>(KR-OV 57): Interacts with familiar adults.</p> <ul style="list-style-type: none"> • Interacts with primary caregiver and shows interest in other adults.

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	<ul style="list-style-type: none"> • Interacts with trusted adults and separates easily from primary caregiver. • Interacts easily with trusted adults and begins to initiate interactions with unfamiliar adults. • Interacts easily with trusted adults and behaves appropriately with unfamiliar adults. • Engages with trusted adults and interacts appropriately with unfamiliar adults. <p>(KR-OV 51): Follows basic safety rules.</p> <ul style="list-style-type: none"> • Develops trusting relationships with familiar adults; is anxious with unfamiliar adults. • Seeks caregiver comfort and assistance; is hesitant or cautious in new environments or situations. • Develops trusting relationships with familiar adults; is comfortable with less familiar adults.
3.2.5 Accepts redirection from adults	<p>(KR-OV 38): Follows directions.</p> <ul style="list-style-type: none"> • Responds to requests and directions from adults and peers. <p>(KR-OV 61): Demonstrates self-confidence and independence.</p> <ul style="list-style-type: none"> • Shows growing self-confidence while relying on support from others. • Shows some self-confidence when trying new activities with the support of others. <p>(KR-OV 64): Shifts attention between tasks and manages transitions.</p> <ul style="list-style-type: none"> • Begins to adopt strategies to manage transitions with caregiver support. • Adopts strategies to manage transitions with caregiver support. • Manages transitions with caregiver support.
3.2.6 Regulates emotions and behaviors in an appropriate manner	<p>(KR-OV 65): Manages feelings, impulses, and behaviors.</p> <ul style="list-style-type: none"> • Expresses feelings and accepts caregiver support to manage own behaviors. • Manages behaviors with caregiver support. • Manages own feelings and behaviors with caregiver support. • Manages own feelings, impulses, and behaviors with some adult support. • Uses a variety of strategies to manage own feelings, impulses, and behaviors. • Demonstrates sophisticated strategies to manage own feelings, impulses, and behaviors.
3.2.7 Takes responsibility for self	<p>(KR-OV 61): Demonstrates self-confidence and independence.</p> <ul style="list-style-type: none"> • Begins to vocalize needs. • Expresses needs clearly through vocalizations, gestures, and expressions. • Shows self-awareness while expressing needs.

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	<ul style="list-style-type: none"> • Shows self-awareness through words, behaviors, and actions. • Shows growing self-confidence while relying on support from others. • Shows some self-confidence when trying new activities with the support of others. • Shows self-confidence and growing independence through words, behaviors, and actions. • Demonstrates confidence and independence in new activities and interactions. • Demonstrates confidence and independence in new and familiar activities and interactions. (KR-OV 49): Performs basic self-care tasks. • Grows in ability to assist with self-care tasks; begins toileting behaviors. • Uses the toilet during the day and regularly performs many self-care tasks. • Eats and drinks independently; manages most self-care tasks. • Performs self-care tasks independently.
3.2.8 Begins to develop impulse control: the capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations	(KR-OV 65): Manages feelings, impulses, and behaviors. <ul style="list-style-type: none"> • Manages own feelings, impulses, and behaviors with some adult support. • Uses a variety of strategies to manage own feelings, impulses, and behaviors. • Demonstrates sophisticated strategies to manage own feelings, impulses, and behaviors.
Others:	
3.3 Develops trust, pro-social behavior, interpersonal and social skills for relating with others	
3.3.1 Respects rights and needs of others, and learns to help others	(KR-OV 60): Demonstrates empathy and caring for others. <ul style="list-style-type: none"> • Shows awareness of others' feelings. • Demonstrates early signs of empathy and sensitivity to others. • Shows awareness of others' feelings and emotions. • Demonstrates positive social behaviors; helps, comforts, and soothes peers, caregiver, and trusted adults.
3.3.2 Shows empathy and understanding of others	(KR-OV 60): Demonstrates empathy and caring for others. <ul style="list-style-type: none"> • Shows awareness of others' feelings. • Demonstrates early signs of empathy and sensitivity to others. • Demonstrates positive social behaviors; helps, comforts, and soothes peers, caregiver, and trusted adults. • Shows awareness of others' feelings and

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	emotions.
3.3.3 Respects similarities and differences among people	<p>(KR-OV 4): Makes cognitive connections across concepts and content areas.</p> <ul style="list-style-type: none"> • Shows awareness of similarities and differences. • Notices similarities, differences, and other relationships.
3.3.4 Works and plays cooperatively with others	<p>(KR-OV 31): Participates in the group life of the class.</p> <ul style="list-style-type: none"> • Engages in playful interactions with caregiver. • Engages in parallel play with peers and seeks playful interactions with caregiver. • Plays with peers and begins to participate in group activities with caregiver support. • Initiates play with peers and comfortably participates in group activities. • Initiates complex and lengthy play sequences; participates easily in group activities. • Participates in class games and tasks; interacts easily in group activities. • Participates responsibly in classroom tasks; interacts easily in group activities. <p>(KR-OV 58): Interacts with peers and makes friends.</p> <ul style="list-style-type: none"> • Interacts and plays with other children. • Establishes friendships with other children. • Initiates play and conversations with other children. • Engages other children in complex play and conversation and expands the number of new friendships. • Engages and interacts with children in complex play and conversation; expands the number of new friendships and maintains existing friendships.
3.3.5 Uses age-appropriate conflict resolution skills	<p>(KR-OV 59): Responds appropriately to social problems and conflicts.</p> <ul style="list-style-type: none"> • Shows awareness of conflict in immediate surroundings. • Uses self-soothing strategies to manage stress caused by social conflicts in immediate surroundings. • Looks to caregiver for intervention support when social conflicts arise. • Looks to caregiver for support before responding to social conflicts. • Manages social conflicts with help from caregiver and teachers. • Manages social conflicts, sometimes needing support from caregiver and teachers. • Responds to and manages social conflicts with little support.

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3.3.6 Uses courteous words and actions	<p>(KR-OV 60): Demonstrates empathy and caring for others.</p> <ul style="list-style-type: none"> • Demonstrates early signs of empathy and sensitivity to others. • Demonstrates positive social behaviors; helps, comforts, and soothes peers, caregiver, and trusted adults. • Shows awareness of others' feelings and emotions. <p>(KR-OV 31): Participates in the group life of the class.</p> <ul style="list-style-type: none"> • Engages in playful interactions with caregiver. • Engages in parallel play with peers and seeks playful interactions with caregiver. • Plays with peers and begins to participate in group activities with caregiver support. • Initiates play with peers and comfortably participates in group activities. • Initiates complex and lengthy play sequences; participates easily in group activities. • Participates in class games and tasks; interacts easily in group activities. • Participates responsibly in classroom tasks; interacts easily in group activities.
3.3.7 Forms and sustains relationships with peers and adults	<p>(KR-OV 58): Interacts with peers and makes friends.</p> <ul style="list-style-type: none"> • Shows awareness of other children in immediate surroundings. • Interacts with other children in immediate surroundings. • Interacts and plays with other children. • Establishes friendships with other children. • Initiates play and conversations with other children. • Engages other children in complex play and conversation and expands the number of new friendships. • Engages and interacts with children in complex play and conversation; expands the number of new friendships and maintains existing friendships. <p>(KR-OV 57): Interacts with familiar adults.</p> <ul style="list-style-type: none"> • Shows growing awareness of caregiver and other adults. • Shows awareness of and begins to initiate interactions with primary caregiver. • Interacts easily with caregiver and trusted adults; is wary in caregiver's absence. • Sustains interactions with trusted adults. • Interacts with primary caregiver and shows

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	<p>interest in other adults.</p> <ul style="list-style-type: none"> • Interacts with trusted adults and separates easily from primary caregiver. • Interacts easily with trusted adults and begins to initiate interactions with unfamiliar adults. • Interacts easily with trusted adults and behaves appropriately with unfamiliar adults. • Engages with trusted adults and interacts appropriately with unfamiliar adults. <p>(KR-OV 31): Participates in the group life of the class.</p> <ul style="list-style-type: none"> • Engages in playful interactions with caregiver. • Engages in parallel play with peers and seeks playful interactions with caregiver. • Plays with peers and begins to participate in group activities with caregiver support. • Initiates play with peers and comfortably participates in group activities. • Initiates complex and lengthy play sequences; participates easily in group activities. • Participates in class games and tasks; interacts easily in group activities. • Participates responsibly in classroom tasks; interacts easily in group activities.
3.3.8 Develops a close relationship with certain adults who provide consistent nurturance	<p>(KR-OV 57): Interacts with familiar adults.</p> <ul style="list-style-type: none"> • Interacts easily with caregiver and trusted adults; is wary in caregiver's absence. • Sustains interactions with trusted adults. • Interacts with primary caregiver and shows interest in other adults. • Interacts with trusted adults and separates easily from primary caregiver. • Interacts easily with trusted adults and begins to initiate interactions with unfamiliar adults. • Interacts easily with trusted adults and behaves appropriately with unfamiliar adults. • Engages with trusted adults and interacts appropriately with unfamiliar adults. <p>(KR-OV 51): Follows basic safety rules.</p> <ul style="list-style-type: none"> • Develops trusting relationships with familiar adults; is anxious with unfamiliar adults. • Seeks caregiver comfort and assistance; is hesitant or cautious in new environments or situations. • Develops trusting relationships with familiar adults; is comfortable with less familiar adults.
Language/Communication Development	
Spoken/Expressive:	
4.1 Uses language to communicate ideas, experiences, questions, and feelings	
4.1.1 Verbalizes, gestures, or uses other	(KR-OV 49): Performs basic self-care tasks.

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strategies to communicate wants and needs	<ul style="list-style-type: none"> • Cries, flails arms, and kicks legs to make needs known to caregiver. • Uses vocalizations and body movements to make needs known; begins to feed self from bottle. • Uses vocalizations to make needs known; feeds self finger foods. • Uses beginning language to make needs known; feeds self finger foods and drinks from training cup. • Uses language and gestures to communicate food, drink, and diapering needs. • Uses language and gestures to communicate food, drink, and diapering needs; begins to assist with dressing self. <p>(KR-OV 40): Uses expanded vocabulary and language for a variety of purposes.</p> <ul style="list-style-type: none"> • Uses language to communicate needs and ask questions; adds new vocabulary. <p>(KR-OV 37): Listens to and comprehends language.</p> <ul style="list-style-type: none"> • Comprehends and employs oral language and communication for a variety of uses. • Comprehends and uses complex oral language and communication in a variety of formal and informal situations.
4.1.2 Initiates and engages in conversation	<p>(KR-OV 58): Interacts with peers and makes friends.</p> <ul style="list-style-type: none"> • Initiates play and conversations with other children. • Engages other children in complex play and conversation and expands the number of new friendships. • Engages and interacts with children in complex play and conversation; expands the number of new friendships and maintains existing friendships. <p>(KR-OV 40): Uses expanded vocabulary and language for a variety of purposes.</p> <ul style="list-style-type: none"> • Uses language and new vocabulary in conversation and daily activities. • Uses language effectively; grows in ability to question, comment, and converse. • Uses language and vocabulary effectively for social, academic, and daily activities.
4.1.3 Speaks clearly using appropriate tone and inflection	<p>(KR-OV 39): Speaks clearly and conveys ideas effectively.</p> <ul style="list-style-type: none"> • Expresses self through crying and other vocalizations. • Expresses self through vocalizations that include vowel and consonant sounds. • Expresses self through vocalizations that include vowel and consonant sounds and recognizable

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	<p>words.</p> <ul style="list-style-type: none"> • Expresses self through combinations of words, gestures, and other vocalizations. • Expresses self through words and simple sentences. • Speaks clearly to convey wants, needs, and opinions. • Speaks clearly, conveys ideas, and asks questions. • Speaks clearly, successfully conveys complex ideas, and asks questions. • Speaks thoughtfully; asks clarifying questions; and successfully conveys complex ideas, stories, and events.
4.1.4 Names and describes familiar people, objects, and events	<p>(KR-OV 40): Uses expanded vocabulary and language for a variety of purposes.</p> <ul style="list-style-type: none"> • Uses language, including first words, and gestures as a means of expression. • Adds new words into growing vocabulary on a daily basis. • Uses language to communicate needs and ask questions; adds new vocabulary. <p>(KR-OV 3): Makes classifications and comparisons among objects.</p> <ul style="list-style-type: none"> • Recognizes characteristics of objects and people. • Recognizes and begins to describe characteristics of objects and people. • Recognizes and describes single characteristics of objects and people. • Recognizes, describes, and compares several characteristics of objects or people. • Recognizes, describes, and compares objects according to multiple characteristics. • Recognizes, describes, and compares objects, properties, and qualities. • Describes, compares, and classifies objects according to multiple characteristics. <p>(KR-OV 17): Demonstrates knowledge of self and family.</p> <ul style="list-style-type: none"> • Recognizes and describes own and family's physical characteristics. • Notices similarities and differences in different families; begins to display self-awareness. • Displays self-confidence and understands similarities and differences in different families' traditions and lifestyles. • Displays self-confidence and discusses similarities and differences in different families' traditions and lifestyles. <p>(KR-OV 9): Describes, compares, and orders</p>

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	<p>attributes.</p> <ul style="list-style-type: none"> • Recognizes and begins to describe dominant attributes of objects and people. • Recognizes and describes two or more attributes of objects and people; begins to use comparative words. • Recognizes and describes two or more attributes of objects and people and uses comparative vocabulary.
4.1.5 Utilizes age-appropriate materials that help initiate discussions and problem solving	<p>(KR-OV 40): Uses expanded vocabulary and language for a variety of purposes.</p> <ul style="list-style-type: none"> • Uses language, including first words, and gestures as a means of expression. • Adds new words into growing vocabulary on a daily basis. • Uses language to communicate needs and ask questions; adds new vocabulary. <p>(KR-OV 35): Uses a variety of media and materials in art explorations.</p> <ul style="list-style-type: none"> • Experiments with a variety of art materials; begins to discuss art. • Uses a variety of media and art materials and experiments with new techniques; discusses and evaluates art. • Incorporates a wide variety of materials, media, and techniques in artistic explorations; discusses and evaluates art. <p>(HS-OV 3): Represents people, places, and things through drawings, dictation, the use of objects, and play.</p> <ul style="list-style-type: none"> • Uses and discusses a variety of representations in artwork and play.
Listening/Receptive:	
4.2 Listens and comprehends directions, conversations, and stories	
4.2.1 Follows increasingly complex instructions	<p>(KR-OV 38): Follows directions.</p> <ul style="list-style-type: none"> • Responds to simple requests and directions. • Responds to requests and directions from adults and peers. • Responds to multistep requests and directions. • Responds to complex instructions and requests. • Verbalizes and responds to complex instructions and directions. • Independently follows three- to four-step directions and clearly verbalizes instructions. <p>(KR-OV 51): Follows basic safety rules.</p> <ul style="list-style-type: none"> • Understands and follows organization's or caregiver's rules and instructions for safe behavior with adult support.
4.2.2 Responds to verbal requests, questions, and statements	<p>(KR-OV 38): Follows directions.</p> <ul style="list-style-type: none"> • Responds to sounds in immediate surroundings.

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	<ul style="list-style-type: none"> • Responds to sounds and begins to engage with others. • Responds to simple requests and directions. • Responds to requests and directions from adults and peers. • Responds to multistep requests and directions. • Responds to complex instructions and requests. • Verbalizes and responds to complex instructions and directions. • Independently follows three- to four-step directions and clearly verbalizes instructions. <p>(KR-OV 37): Listens to and comprehends language.</p> <ul style="list-style-type: none"> • Responds to caregiver's voice. • Responds to others' voices and verbalizations.
4.2.3 Makes predictions	<p>(KR-OV 16): Observes, collects, and uses information to ask questions, make predictions, explain events, and draw conclusions.</p> <ul style="list-style-type: none"> • Uses senses to explore immediate surroundings through play. • Explores immediate surroundings through play, inquiry, and investigation. • Explores immediate surroundings; makes observations. • Explores immediate surroundings through inquiry and investigation and begins to document observations. • Demonstrates growing inquiry and investigation skills. • Demonstrates inquiry, investigation, and analysis skills. <p>(KR-OV 15): Observes, describes, and discusses living things and natural processes.</p> <ul style="list-style-type: none"> • Observes, describes, predicts, and analyzes cycles and natural processes of living things.
4.2.4 Gains information	<p>(KR-OV 16): Observes, collects, and uses information to ask questions, make predictions, explain events, and draw conclusions.</p> <ul style="list-style-type: none"> • Uses senses to explore immediate surroundings through play. • Explores immediate surroundings through play, inquiry, and investigation. • Explores immediate surroundings; makes observations. • Explores immediate surroundings through inquiry and investigation and begins to document observations. • Demonstrates growing inquiry and investigation skills. • Demonstrates inquiry, investigation, and analysis skills.

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4.2.5 Retells information	<p>(KR-OV 39): Speaks clearly and conveys ideas effectively.</p> <ul style="list-style-type: none"> • Speaks clearly to convey wants, needs, and opinions. • Speaks clearly, conveys ideas, and asks questions. • Speaks clearly, successfully conveys complex ideas, and asks questions. • Speaks thoughtfully; asks clarifying questions; and successfully conveys complex ideas, stories, and events. <p>(KR-OV 40): Uses expanded vocabulary and language for a variety of purposes.</p> <ul style="list-style-type: none"> • Uses language, including first words, and gestures as a means of expression. • Adds new words into growing vocabulary on a daily basis. • Uses language to communicate needs and ask questions; adds new vocabulary.
Vocabulary:	
4.3 Develops an understanding of new vocabulary introduced in conversations, activities, field trips, stories, or print	
4.3.1 Shows a growing vocabulary in all areas: listening, speaking, writing and reading	<p>(KR-OV 40): Uses expanded vocabulary and language for a variety of purposes.</p> <ul style="list-style-type: none"> • Adds new words into growing vocabulary on a daily basis. • Uses language to communicate needs and ask questions; adds new vocabulary. • Expands vocabulary to include academic and expressive language; begins to attend to conversational rules. • Uses language and new vocabulary in conversation and daily activities. • Uses language effectively; grows in ability to question, comment, and converse. • Uses language and vocabulary effectively for social, academic, and daily activities. <p>(KR-OV 37): Listens to and comprehends language.</p> <ul style="list-style-type: none"> • Listens to, understands, and uses oral language and communication. • Comprehends and employs oral language and communication for a variety of uses. • Comprehends and uses complex oral language and communication in a variety of formal and informal situations. <p>(KR-OV 47): Comprehends and responds to fiction, nonfiction, and text that is read aloud.</p> <ul style="list-style-type: none"> • Builds vocabulary and knowledge from listening to fiction and nonfiction material read aloud.

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	<p>(KR-OV 44): Shows interest in and understanding of concepts about print.</p> <ul style="list-style-type: none"> • Manages a variety of printed and textual materials; expands reading vocabulary.
4.3.2 Uses positional, directional, temporal, and comparative vocabulary	<p>(KR-OV 5): Demonstrates understanding of shapes, their properties, and how they are related.</p> <ul style="list-style-type: none"> • Identifies shapes; uses positional words. • Identifies and manipulates shapes and forms; uses positional words with accuracy. <p>(KR-OV 9): Describes, compares, and orders attributes.</p> <ul style="list-style-type: none"> • Recognizes and describes two or more attributes of objects and people; begins to use comparative words. • Recognizes and describes two or more attributes of objects and people and uses comparative vocabulary. • Compares objects from recall and uses vocabulary to describe size, length, and weight. • Compares, describes, and orders objects by length, height, volume, or weight. • Compares, describes, and orders attributes that can be measured or quantified. <p>(KR-OV 6): Sorts and classifies objects according to attributes.</p> <ul style="list-style-type: none"> • Uses complex vocabulary to describe, label, and compare several attributes. <p>(KR-OV 6): Sorts and classifies objects according to attributes.</p> <ul style="list-style-type: none"> • Uses complex vocabulary to describe, label, and compare several attributes.
4.3.3 Begins to formulate complex sentences	<p>(KR-OV 37): Listens to and comprehends language.</p> <ul style="list-style-type: none"> • Listens to, understands, and uses oral language and communication. • Comprehends and employs oral language and communication for a variety of uses. • Comprehends and uses complex oral language and communication in a variety of formal and informal situations. <p>(KR-OV 39): Speaks clearly and conveys ideas effectively.</p> <ul style="list-style-type: none"> • Speaks clearly to convey wants, needs, and opinions. • Speaks clearly, conveys ideas, and asks questions. • Speaks clearly, successfully conveys complex ideas, and asks questions. • Speaks thoughtfully; asks clarifying questions; and successfully conveys complex ideas, stories, and events.

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Cognitive Development	
Approaches to Learning:	
5.0 Demonstrates positive approaches to learning	
5.0.1 Engages and sustains attention to age-appropriate task	<p>(KR-OV 29): Shows growing capacity to maintain concentration despite distractions and interruptions.</p> <ul style="list-style-type: none"> • Attends to faces and high-contrast objects in immediate surroundings. • Interacts with people and objects in immediate surroundings. • Explores a variety of activities during the day. • Shows a preference for certain tasks and activities. • Seeks novel tasks and activities. • Shows focused concentration while engaged in novel tasks and activities. • Maintains intense concentration while engaged in tasks and activities. <p>(KR-OV 30): Shows increasing ability to set goals and complete tasks, activities, and projects.</p> <ul style="list-style-type: none"> • Demonstrates purposeful behaviors in simple actions. • Shows determination in actions and completes activities. • Exhibits growing determination to complete tasks and activities; begins to make plans. • Exhibits determination to complete tasks and activities; makes plans. • Exhibits determination to complete tasks, activities, and projects; makes simple plans. • Demonstrates determination to complete tasks, activities, and projects; sets goals. • Sets goals and completes tasks, activities, and projects.
5.0.2 Plans and pursues appropriate activities	<p>(KR-OV 30): Shows increasing ability to set goals and complete tasks, activities, and projects.</p> <ul style="list-style-type: none"> • Demonstrates purposeful behaviors in simple actions. • Shows determination in actions and completes activities. • Exhibits growing determination to complete tasks and activities; begins to make plans. • Exhibits determination to complete tasks and activities; makes plans. • Exhibits determination to complete tasks, activities, and projects; makes simple plans. • Demonstrates determination to complete tasks, activities, and projects; sets goals. • Sets goals and completes tasks, activities, and projects.

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	<p>(KR-OV 28): Shows the ability to plan and organize work and play.</p> <ul style="list-style-type: none"> • Explores new ways to move and play. • Explores and interacts with toys and materials. • Explores multiple ways to interact with toys and materials. • Uses some simple planning and organizational skills in work and play. • Implements some systematic planning and organizational skills in work and play.
5.0.3 Identifies, analyzes, and seeks solutions to problems in the environment	<p>(KR-OV 1): Shows growing ability to recognize and understand problems, and draws on knowledge and experience to find solutions.</p> <ul style="list-style-type: none"> • Notices objects in immediate surroundings. • Explores and manipulates objects in immediate surroundings. • Notices changes or simple problems in immediate surroundings. • Manipulates and substitutes objects in simple ways to solve problems. • Explores more complex solutions to a variety of problems. • Recognizes a variety of problems and explores different solutions. • Uses experience and prior knowledge to describe, analyze, and solve complex problems. <p>(KR-OV 2): Seeks multiple solutions to questions, tasks, or problems.</p> <ul style="list-style-type: none"> • Begins to explore and experiment with ways to change objects, tasks, and activities. • Explores and experiments with new ways to accomplish tasks. • Explores several solutions when faced with a task or problem. • Explores multiple solutions when faced with a task, problem, or dilemma. • Experiments with more accurate solutions and strategies to accomplish tasks and solve problems. • Discovers and applies multiple solutions to everyday tasks and problems. • Applies complex solutions to tasks and problems.
5.0.4 Shows eagerness and curiosity for learning	<p>(KR-OV 26): Shows interest and curiosity in learning new concepts and trying new activities.</p> <ul style="list-style-type: none"> • Notices changes in activities and environment. • Shows interest in new toys and activities. • Explores and experiments with new toys and activities. • Seeks out new toys and activities. • Inquires about and experiments with new toys and activities. • Shows interest in and requests new toys, books,

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	<p>and activities.</p> <ul style="list-style-type: none"> • Inquires about characteristics of and experiments with new toys, books, and activities. • Demonstrates interest and curiosity in learning new concepts; tries new activities.
5.0.5 Demonstrates flexibility and inventiveness	<p>(KR-OV 27): Approaches tasks with flexibility and inventiveness.</p> <ul style="list-style-type: none"> • Notices movements, sounds, and objects in immediate surroundings. • Explores movements, sounds, and objects in immediate surroundings; begins to initiate new activities. • Explores and initiates new and different activities. • Initiates a variety of activities in play, alone and with others. • Incorporates problem-solving tasks in play and exploration. • Explores and experiments with new ways to solve problems and approach activities. • Seeks new ways to solve problems and approach tasks and activities.
Creative Expression:	
5.1 Creates, interprets, performs and responds to art, drama, practical arts, music and movement, and in ways that reflect cultural diversity	
Art:	
5.1.1 Utilizes a variety of age-appropriate media; handles and cares for tools correctly while using techniques and processes for sensory experience and creative exploration	<p>(KR-OV 35): Uses a variety of media and materials in art explorations.</p> <ul style="list-style-type: none"> • Shows awareness of high-contrast images in immediate environment and explores tactile materials. • Uses senses to explore materials; notices pictures, photographs, and other images. • Explores simple art materials. • Explores simple art materials and begins to identify what is produced as art. • Explores art materials and begins to evaluate what is produced as art. • Experiments with a variety of art materials; begins to discuss art. • Uses a variety of media and art materials and experiments with new techniques; discusses and evaluates art. • Incorporates a wide variety of materials, media, and techniques in artistic explorations; discusses and evaluates art. <p>(KR-OV 34): Participates in and responds to artistic creations and events</p> <ul style="list-style-type: none"> • Notices object movement and high contrast

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	<p>designs.</p> <ul style="list-style-type: none"> • Explores object manipulation and movement to creatively imitate life. • Explores controlling own movements and begins to create art. • Explores controlling own movements and creates art. • Describes art and experiments with various art forms and tools. • Shows preferences for particular art forms or tools. • Describes art in more complex terms and experiments with a variety of art forms. • Shows a deeper understanding and appreciation of art; uses a variety of art tools and methods. • Demonstrates a sophisticated understanding of artistic creations and events; uses a wide variety of art tools and methods.
5.1.2 Uses art to express thoughts and feelings about the environment and community	<p>(KR-OV 34): Participates in and responds to artistic creations and events</p> <ul style="list-style-type: none"> • Notices object movement and high contrast designs. • Explores object manipulation and movement to creatively imitate life. • Explores controlling own movements and begins to create art. • Explores controlling own movements and creates art. • Describes art and experiments with various art forms and tools. • Shows preferences for particular art forms or tools. • Describes art in more complex terms and experiments with a variety of art forms. • Shows a deeper understanding and appreciation of art; uses a variety of art tools and methods. • Demonstrates a sophisticated understanding of artistic creations and events; uses a wide variety of art tools and methods. <p>(KR-OV 35): Uses a variety of media and materials in art explorations.</p> <ul style="list-style-type: none"> • Shows awareness of high-contrast images in immediate environment and explores tactile materials. • Uses senses to explore materials; notices pictures, photographs, and other images. • Explores simple art materials. • Explores simple art materials and begins to identify what is produced as art. • Explores art materials and begins to evaluate what is produced as art.

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	<ul style="list-style-type: none"> • Experiments with a variety of art materials; begins to discuss art. • Uses a variety of media and art materials and experiments with new techniques; discusses and evaluates art. • Incorporates a wide variety of materials, media, and techniques in artistic explorations; discusses and evaluates art.
5.1.3 Describes the characteristics and merits of one's own artwork and the artwork of others	<p>(KR-OV 35): Uses a variety of media and materials in art explorations.</p> <ul style="list-style-type: none"> • Shows awareness of high-contrast images in immediate environment and explores tactile materials. • Uses senses to explore materials; notices pictures, photographs, and other images. • Explores simple art materials. • Explores simple art materials and begins to identify what is produced as art. • Explores art materials and begins to evaluate what is produced as art. • Experiments with a variety of art materials; begins to discuss art. • Uses a variety of media and art materials and experiments with new techniques; discusses and evaluates art. • Incorporates a wide variety of materials, media, and techniques in artistic explorations; discusses and evaluates art. <p>(KR-OV 34): Participates in and responds to artistic creations and events</p> <ul style="list-style-type: none"> • Describes art in more complex terms and experiments with a variety of art forms. • Shows a deeper understanding and appreciation of art; uses a variety of art tools and methods. • Demonstrates a sophisticated understanding of artistic creations and events; uses a wide variety of art tools and methods.
5.1.4 Begins to explore and appreciate new concepts, vocabulary, history and various cultures of and through art	<p>(KR-OV 34): Participates in and responds to artistic creations and events</p> <ul style="list-style-type: none"> • Notices object movement and high contrast designs. • Explores object manipulation and movement to creatively imitate life. • Explores controlling own movements and begins to create art. • Explores controlling own movements and creates art. • Describes art and experiments with various art forms and tools. • Shows preferences for particular art forms or tools.

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	<ul style="list-style-type: none"> • Describes art in more complex terms and experiments with a variety of art forms. • Shows a deeper understanding and appreciation of art; uses a variety of art tools and methods. • Demonstrates a sophisticated understanding of artistic creations and events; uses a wide variety of art tools and methods. <p>(KR-OV 35): Uses a variety of media and materials in art explorations.</p> <ul style="list-style-type: none"> • Shows awareness of high-contrast images in immediate environment and explores tactile materials. • Uses senses to explore materials; notices pictures, photographs, and other images. • Explores simple art materials. • Explores simple art materials and begins to identify what is produced as art. • Explores art materials and begins to evaluate what is produced as art. • Experiments with a variety of art materials; begins to discuss art. • Uses a variety of media and art materials and experiments with new techniques; discusses and evaluates art. • Incorporates a wide variety of materials, media, and techniques in artistic explorations; discusses and evaluates art.
Drama:	
5.1.5 Participates in dramatic play to express feelings, dramatize stories, and reenact real-life experiences	<p>(KR-OV 36): Explores drama using voice, movement, props, and costumes to aid in dramatization and develops skills to entertain an audience</p> <ul style="list-style-type: none"> • Explores dramatic play and performing for an audience. • Enjoys dramatic play and performing; develops skills to entertain others. • Explores complex dramatic play and performance. • Explores more complex dramatic play and performance as both a performer and an observer. • Incorporates voice, movement, props, and costumes in dramatization; develops as a performer and an observer. • Engages in complex dramatic play and performance; develops audience skills. • Engages in complex dramatizations; considers the expectations of an audience.
5.1.6 Uses props to explore and create for enhancing imaginative play	<p>(KR-OV 36): Explores drama using voice, movement, props, and costumes to aid in dramatization and develops skills to entertain an</p>

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	<p>audience</p> <ul style="list-style-type: none"> • Incorporates voice, movement, props, and costumes in dramatization; develops as a performer and an observer.
5.1.7 Responds to dramatic play experiences	<p>(KR-OV 36): Explores drama using voice, movement, props, and costumes to aid in dramatization and develops skills to entertain an audience</p> <ul style="list-style-type: none"> • Explores dramatic play and performing for an audience. • Enjoys dramatic play and performing; develops skills to entertain others. • Explores complex dramatic play and performance. • Explores more complex dramatic play and performance as both a performer and an observer. • Incorporates voice, movement, props, and costumes in dramatization; develops as a performer and an observer. • Engages in complex dramatic play and performance; develops audience skills. • Engages in complex dramatizations; considers the expectations of an audience.
5.1.8 Begins to explore and appreciate history and various cultures through drama	<p>(KR-OV 36): Explores drama using voice, movement, props, and costumes to aid in dramatization and develops skills to entertain an audience</p> <ul style="list-style-type: none"> • Explores dramatic play and performing for an audience. • Enjoys dramatic play and performing; develops skills to entertain others. • Explores complex dramatic play and performance. • Explores more complex dramatic play and performance as both a performer and an observer. • Incorporates voice, movement, props, and costumes in dramatization; develops as a performer and an observer. • Engages in complex dramatic play and performance; develops audience skills. • Engages in complex dramatizations; considers the expectations of an audience.
Music and Movement:	
5.1.9 Explores new and various music types, rhythm and musical instruments	<p>(KR-OV 32): Participates in and responds to vocal and instrumental musical experiences.</p> <ul style="list-style-type: none"> • Shows awareness of sounds and music. • Responds to music and singing; begins to sing or vocalize.

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	<ul style="list-style-type: none"> • Plays, or approximates playing, simple musical instruments; sings songs. • Plays some simple musical instruments and learns new songs to sing. • Plays simple musical instruments and sings songs; responds verbally to musical experiences. • Plays some musical instruments and sings memorized songs; responds emotionally and verbally to musical experiences. • Participates in and responds to a variety of musical experiences.
5.1.10 Participates in listening, singing, performing action songs, and using various instruments	<p>(KR-OV 32): Participates in and responds to vocal and instrumental musical experiences.</p> <ul style="list-style-type: none"> • Shows awareness of sounds and music. • Responds to music and singing; begins to sing or vocalize. • Plays, or approximates playing, simple musical instruments; sings songs. • Plays some simple musical instruments and learns new songs to sing. • Plays simple musical instruments and sings songs; responds verbally to musical experiences. • Plays some musical instruments and sings memorized songs; responds emotionally and verbally to musical experiences. • Participates in and responds to a variety of musical experiences.
5.1.11 Begins to explore and appreciate history and various cultures through music and movement	<p>(KR-OV 33): Explores and responds to creative movement and dance.</p> <ul style="list-style-type: none"> • Shows awareness of own body movements. • Demonstrates intentional responses to music and other stimuli. • Moves in response to music; observes how others dance or move to music. • Moves in response to music; imitates how others dance or move to music. • Moves in creative ways while responding to music or while imitating objects or creatures. • Moves in many creative ways and enjoys the performances and movements of others. • Explores and responds to a variety of creative movement and dance.
5.1.12 Uses movement and music to express thoughts, feelings, and creativity	<p>(KR-OV 33): Explores and responds to creative movement and dance.</p> <ul style="list-style-type: none"> • Shows awareness of own body movements. • Demonstrates intentional responses to music and other stimuli. • Moves in response to music; observes how others dance or move to music. • Moves in response to music; imitates how others dance or move to music.

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	<ul style="list-style-type: none"> • Moves in creative ways while responding to music or while imitating objects or creatures. • Moves in many creative ways and enjoys the performances and movements of others. • Explores and responds to a variety of creative movement and dance.
Practical Arts:	
5.1.13 Begins to enjoy the process of learning to sew, cook, woodwork, garden, etc.	<p>(KR-OV 19): Demonstrates understanding of community roles and rules.</p> <ul style="list-style-type: none"> • Understands simple social rules; understands some adult jobs. • Understands and follows simple social rules; begins to develop a basic understanding of commerce and work. • Understands and follows social rules; develops an understanding of work and economics. • Implements and follows classroom and community rules; develops a basic understanding of community roles, responsibilities, and economics. • Understands, follows, and implements rules; develops an understanding of community roles, responsibilities, and economics.
5.1.14 Begins to explore and appreciate history and various cultures through the practical arts	<p>(KR-OV 19): Demonstrates understanding of community roles and rules.</p> <ul style="list-style-type: none"> • Understands simple social rules; understands some adult jobs. • Understands and follows simple social rules; begins to develop a basic understanding of commerce and work. • Understands and follows social rules; develops an understanding of work and economics. • Implements and follows classroom and community rules; develops a basic understanding of community roles, responsibilities, and economics. • Understands, follows, and implements rules; develops an understanding of community roles, responsibilities, and economics.
5.1.15 Responds to practical art experiences, new concepts, and vocabulary	<p>(KR-OV 19): Demonstrates understanding of community roles and rules.</p> <ul style="list-style-type: none"> • Understands simple social rules; understands some adult jobs. • Understands and follows simple social rules; begins to develop a basic understanding of commerce and work. • Understands and follows social rules; develops an understanding of work and economics. • Implements and follows classroom and community rules; develops a basic understanding of community roles, responsibilities, and

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	<p>economics.</p> <ul style="list-style-type: none"> • Understands, follows, and implements rules; develops an understanding of community roles, responsibilities, and economics.
Mathematics:	
5.2 Develops in numbers and operations, geometry, spatial sense, patterns and relationships, measurement, and exploring data	
Numbers and Operations:	
5.2.1 Uses mathematical terms and counting in context of daily routines, activities, and play	<p>(KR-OV 7): Shows understanding of number and quantity.</p> <ul style="list-style-type: none"> • Notices and explores numbers in the environment. • Explores numbers in everyday interactions and the environment. • Explores numbers during play and everyday interactions. • Develops number sense and explores the use of numbers. • Develops number sense and explores numbers and quantity. • Counts and uses numbers in everyday interactions. • Interacts with numbers and develops a more sophisticated number sense. • Works with numbers in a variety of ways, including counting and basic arithmetic.
5.2.2 Uses numbers and counting to analyze quantity and number relationships	<p>(KR-OV 7): Shows understanding of number and quantity.</p> <ul style="list-style-type: none"> • Notices and explores numbers in the environment. • Explores numbers in everyday interactions and the environment. • Explores numbers during play and everyday interactions. • Develops number sense and explores the use of numbers. • Develops number sense and explores numbers and quantity. • Counts and uses numbers in everyday interactions. • Interacts with numbers and develops a more sophisticated number sense. • Works with numbers in a variety of ways, including counting and basic arithmetic.
5.2.3 Begins to identify numbers in print	<p>(KR-OV 7): Shows understanding of number and quantity.</p> <ul style="list-style-type: none"> • Notices and explores numbers in the environment. • Explores numbers in everyday interactions and

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	<p>the environment.</p> <ul style="list-style-type: none"> • Explores numbers during play and everyday interactions. • Develops number sense and explores the use of numbers. • Develops number sense and explores numbers and quantity. • Counts and uses numbers in everyday interactions. • Interacts with numbers and develops a more sophisticated number sense. • Works with numbers in a variety of ways, including counting and basic arithmetic.
Spatial Relations:	
5.2.4 Investigates spatial relationships, recognizes two and three dimensional shapes and attributes of common shapes	<p>(KR-OV 5): Demonstrates understanding of shapes, their properties, and how they are related.</p> <ul style="list-style-type: none"> • Plays with shapes. • Explores shapes in play and in immediate surroundings. • Explores shapes and positions in play and in immediate surroundings. • Identifies shapes in play and in immediate surroundings. • Identifies shapes; uses positional words. • Identifies and manipulates shapes and forms; uses positional words with accuracy. • Manipulates and experiments with shapes and forms; explores geometric features of maps, drawings, and art. <p>(KR-OV 6): Sorts and classifies objects according to attributes.</p> <ul style="list-style-type: none"> • Matches and sort objects. • Matches, sorts, and identifies primary attributes of objects. • Recognizes two primary attributes of objects; uses new vocabulary to describe and label attributes. • Uses complex vocabulary to describe, label, and compare several attributes. • Sorts and classifies objects according to multiple attributes. • Recognizes, describes, and labels multiple attributes of objects; begins to use this information to solve problems.
5.2.5 Recognizes, creates, duplicates, and names simple patterns	<p>(KR-OV 10): Demonstrates sequencing and patterning skills.</p> <ul style="list-style-type: none"> • Recognizes sequential events and simple patterns in immediate surroundings. • Recognizes sequential events; begins to create patterns.

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	<ul style="list-style-type: none"> • Identifies sequences in daily activities; creates and duplicates patterns. • Identifies and creates sequences; duplicates and explains patterns. • Describes, creates, and duplicates complex sequences and patterns. • Uses patterning in tasks, activities, and problem-solving. • Recognizes complex patterns and creates and uses patterns in tasks, activities, and problem-solving.
5.2.6 Explores the various kinds of relationships among objects, events, and actions	<p>(KR-OV 9): Describes, compares, and orders attributes.</p> <ul style="list-style-type: none"> • Recognizes dominant attributes of objects and people. • Recognizes and begins to describe dominant attributes of objects and people. • Recognizes and describes two or more attributes of objects and people; begins to use comparative words. • Recognizes and describes two or more attributes of objects and people and uses comparative vocabulary. • Compares objects from recall and uses vocabulary to describe size, length, and weight. • Compares, describes, and orders objects by length, height, volume, or weight. • Compares, describes, and orders attributes that can be measured or quantified.
5.2.7 Uses and responds appropriately to positional words	<p>(KR-OV 5): Demonstrates understanding of shapes, their properties, and how they are related.</p> <ul style="list-style-type: none"> • Identifies shapes; uses positional words. • Identifies and manipulates shapes and forms; uses positional words with accuracy. • Manipulates and experiments with shapes and forms; explores geometric features of maps, drawings, and art.
Comparisons and Measurements:	
5.2.8 Uses a variety of standard and non-standard means of measurement	<p>(KR-OV 8): Participates in measurement activities.</p> <ul style="list-style-type: none"> • Explores measurable qualities of objects. • Explores measurable qualities and quantities in play. • Describes size and uses some measurement tools in play. • Describes measurable attributes and uses measurement tools in play. • Makes crude estimates of measurable attributes based on exploratory use of measurement tools. • Measures attributes using standard and nonstandard units and common measurement instruments in work and play.

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	<ul style="list-style-type: none"> • Accurately uses tools and techniques to measure objects using standard and nonstandard units. • Uses multiple tools and techniques interchangeably to estimate and measure with accuracy.
5.2.9 Collects, organizes, categorizes, displays, and uses relevant data	<p>(KR-OV 9): Describes, compares, and orders attributes.</p> <ul style="list-style-type: none"> • Compares objects from recall and uses vocabulary to describe size, length, and weight. • Compares, describes, and orders objects by length, height, volume, or weight. • Compares, describes, and orders attributes that can be measured or quantified.
5.2.10 Develops problem-solving skills through the application of different strategies	<p>(KR-OV 13): Uses strategies to solve mathematical problems.</p> <ul style="list-style-type: none"> • Manipulates numbers and language; closely observes others performing math tasks. • Interacts with numbers and language; employs beginning strategies to solve math problems. • Uses some simple strategies to talk about and begin to solve math problems. • Uses elementary strategies and manipulatives to solve math problems. • Implements more complex strategies to solve math problems. • Implements and discusses a variety of mathematical problem-solving strategies. • Demonstrates and explains a wide variety of mathematical problem-solving strategies.
5.2.11 Begins to understand time in context of daily routines	<p>(KR-OV 11): Shows understanding of time concepts.</p> <ul style="list-style-type: none"> • Uses some time related vocabulary terms. • Uses some time and sequence related vocabulary terms; describes the passage of time. • Shows awareness of time concepts. • Shows some understanding of time concepts and begins to tell time using digital and analog clocks. • Shows understanding of time concepts and tells time accurately to the nearest 5 minutes.
Science:	
5.3 Uses the scientific method to experience physical, life, space, and earth sciences	
5.3.1 Explores, collects, inquires, predicts, experiments with, makes discoveries, and describes results about objects, organisms, and events in the environment	<p>(KR-OV 16): Observes, collects, and uses information to ask questions, make predictions, explain events, and draw conclusions.</p> <ul style="list-style-type: none"> • Uses senses to explore immediate surroundings through play. • Explores immediate surroundings through play, inquiry, and investigation. • Explores immediate surroundings; makes

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	<p>observations.</p> <ul style="list-style-type: none"> • Explores immediate surroundings through inquiry and investigation and begins to document observations. • Demonstrates growing inquiry and investigation skills. • Demonstrates inquiry, investigation, and analysis skills. <p>(KR-OV 15): Observes, describes, and discusses living things and natural processes.</p> <ul style="list-style-type: none"> • Observes animals and plants in immediate surroundings. • Observes and begins to describe animals and plants in the local environment. • Observes, describes, and asks questions about animals and plants in the environment. • Notices and investigates natural processes of living things in the local environment. • Observes, describes, predicts, and analyzes cycles and natural processes of living things. <p>(KR-OV 14): Observes, describes, and discusses properties of materials and the transformation of substances.</p> <ul style="list-style-type: none"> • Notices and explores obvious materials in the environment. • Notices and contrasts different materials in the environment. • Explores materials in the environment and how they change over time. • Observes and experiments with materials in the environment. • Observes, explores, and experiments with materials in the environment; begins to explore the transformation of substances. • Observes, explores, and experiments with materials in the environment; begins to experiment with the transformation of substances. • Observes, describes, and discusses properties of materials and the transformation of substances.
5.3.2 Interacts with objects and materials to investigate and describe their physical properties	<p>(KR-OV 14): Observes, describes, and discusses properties of materials and the transformation of substances.</p> <ul style="list-style-type: none"> • Notices and explores obvious materials in the environment. • Notices and contrasts different materials in the environment. • Explores materials in the environment and how they change over time. • Observes and experiments with materials in the environment. • Observes, explores, and experiments with

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	<p>materials in the environment; begins to explore the transformation of substances.</p> <ul style="list-style-type: none"> • Observes, explores, and experiments with materials in the environment; begins to experiment with the transformation of substances. • Observes, describes, and discusses properties of materials and the transformation of substances.
5.3.3 Discovers characteristics of living and non-living things	<p>(KR-OV 15): Observes, describes, and discusses living things and natural processes.</p> <ul style="list-style-type: none"> • Observes animals and plants in immediate surroundings. • Observes and begins to describe animals and plants in the local environment. • Observes, describes, and asks questions about animals and plants in the environment. • Notices and investigates natural processes of living things in the local environment. • Observes, describes, predicts, and analyzes cycles and natural processes of living things.
5.3.4 Understands that all living things must be cared for	<p>(KR-OV 15): Observes, describes, and discusses living things and natural processes.</p> <ul style="list-style-type: none"> • Observes animals and plants in immediate surroundings. • Observes and begins to describe animals and plants in the local environment. • Observes, describes, and asks questions about animals and plants in the environment. • Notices and investigates natural processes of living things in the local environment. • Observes, describes, predicts, and analyzes cycles and natural processes of living things.
5.3.5 Participates in activities to preserve the ecosystem	<p>(KR-OV 20): Demonstrates knowledge of relationships between people and the environment.</p> <ul style="list-style-type: none"> • Notices and describes features of the environment. • Describes features of the environment and some environmental concerns. • Describes environmental concerns and begins to understand the connection between people and the environment. • Recognizes how people affect their environment. • Recognizes how people affect their environment and begins to understand approaches for addressing environmental concerns.
5.3.6 Explores properties of earth and space	<p>(KR-OV 14): Observes, describes, and discusses properties of materials and the transformation of substances.</p> <ul style="list-style-type: none"> • Notices and explores obvious materials in the environment. • Notices and contrasts different materials in the environment.

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	<ul style="list-style-type: none"> • Explores materials in the environment and how they change over time. • Observes and experiments with materials in the environment. • Observes, explores, and experiments with materials in the environment; begins to explore the transformation of substances. • Observes, explores, and experiments with materials in the environment; begins to experiment with the transformation of substances. • Observes, describes, and discusses properties of materials and the transformation of substances.
5.3.7 Uses senses and simple tools to learn about objects, observe and explore earth, space, and natural phenomena	<p>(KR-OV 16): Observes, collects, and uses information to ask questions, make predictions, explain events, and draw conclusions.</p> <ul style="list-style-type: none"> • Uses senses to explore immediate surroundings through play. • Explores immediate surroundings through play, inquiry, and investigation. • Explores immediate surroundings; makes observations. • Explores immediate surroundings through inquiry and investigation and begins to document observations. • Demonstrates growing inquiry and investigation skills. • Demonstrates inquiry, investigation, and analysis skills.
5.3.8 Makes use of opportunities and materials for discussing scientific notions	<p>(KR-OV 16): Observes, collects, and uses information to ask questions, make predictions, explain events, and draw conclusions.</p> <ul style="list-style-type: none"> • Uses senses to explore immediate surroundings through play. • Explores immediate surroundings through play, inquiry, and investigation. • Explores immediate surroundings; makes observations. • Explores immediate surroundings through inquiry and investigation and begins to document observations. • Demonstrates growing inquiry and investigation skills. • Demonstrates inquiry, investigation, and analysis skills.
Social Studies:	
5.4 Develops an appreciation of self and others in relationship to social systems, places, economics, civic responsibilities, and events	
5.4.1 Develops an awareness of and sense of belonging and acceptance in family,	(KR-OV 17): Demonstrates knowledge of self and family.

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classroom, and the community in which the child lives	<ul style="list-style-type: none"> • Identifies self and begins to describe own characteristics. • Identifies self and family members. • Recognizes and describes own and family's physical characteristics. • Identifies self as a member of a family and community. • Notices similarities and differences in different families; begins to display self-awareness. • Displays self-confidence and understands similarities and differences in different families' traditions and lifestyles. • Displays self-confidence and discusses similarities and differences in different families' traditions and lifestyles.
5.4.2 Appreciates people of various ages, genders, abilities, cultures and ethnicity, and their interdependence through multicultural experiences and materials	<p>(KR-OV 17): Demonstrates knowledge of self and family.</p> <ul style="list-style-type: none"> • Identifies self and begins to describe own characteristics. • Identifies self and family members. • Recognizes and describes own and family's physical characteristics. • Identifies self as a member of a family and community. • Notices similarities and differences in different families; begins to display self-awareness. • Displays self-confidence and understands similarities and differences in different families' traditions and lifestyles. • Displays self-confidence and discusses similarities and differences in different families' traditions and lifestyles.
5.4.3 Understands physical features and characteristics of geography	<p>(KR-OV 21): Demonstrates geographic knowledge of home and community.</p> <ul style="list-style-type: none"> • Shows awareness of surroundings. • Describes local surroundings and the placement of things. • Identifies and describes the location of things in the immediate environment. • Accurately describes the location of people, places, and things in the greater community. • Demonstrates geographic thinking.
5.4.4 Develops an awareness of the relationship between people, places, and regions	<p>(KR-OV 21): Demonstrates geographic knowledge of home and community.</p> <ul style="list-style-type: none"> • Shows awareness of surroundings. • Describes local surroundings and the placement of things. • Identifies and describes the location of things in the immediate environment.

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	<ul style="list-style-type: none"> • Accurately describes the location of people, places, and things in the greater community. • Demonstrates geographic thinking.
5.4.5 Recognizes the relationship between needs versus wants, supply and demand, and other economic concepts	<p>(KR-OV 19): Demonstrates understanding of community roles and rules.</p> <ul style="list-style-type: none"> • Understands simple social rules; understands some adult jobs. • Understands and follows simple social rules; begins to develop a basic understanding of commerce and work. • Understands and follows social rules; develops an understanding of work and economics. • Implements and follows classroom and community rules; develops a basic understanding of community roles, responsibilities, and economics. • Understands, follows, and implements rules; develops an understanding of community roles, responsibilities, and economics.
5.4.6 Realizes that money is used in exchange of goods and services	<p>(KR-OV 19): Demonstrates understanding of community roles and rules.</p> <ul style="list-style-type: none"> • Understands simple social rules; understands some adult jobs. • Understands and follows simple social rules; begins to develop a basic understanding of commerce and work. • Understands and follows social rules; develops an understanding of work and economics. • Implements and follows classroom and community rules; develops a basic understanding of community roles, responsibilities, and economics. • Understands, follows, and implements rules; develops an understanding of community roles, responsibilities, and economics.
5.4.7 Begins to understand social roles and responsibilities in the family, community, and workplace, through play	<p>(KR-OV 19): Demonstrates understanding of community roles and rules.</p> <ul style="list-style-type: none"> • Understands simple social rules; understands some adult jobs. • Understands and follows simple social rules; begins to develop a basic understanding of commerce and work. • Understands and follows social rules; develops an understanding of work and economics. • Implements and follows classroom and community rules; develops a basic understanding of community roles, responsibilities, and economics. • Understands, follows, and implements rules; develops an understanding of community roles, responsibilities, and economics.

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5.4.8 Begins to track events of the past, present, and future	<p>(KR-OV 18): Shows understanding of the past, present, and future.</p> <ul style="list-style-type: none"> • Anticipates daily routines. • Anticipates and describes daily routines and time-related experiences. • Describes recent past events; anticipates future events. • Understands and describes distant chronological events. • Understands chronology and begins to compare past, present, and future events. • Demonstrates understanding of chronology and can identify and compare past, present, and future events.
5.4.9 Participates in discussions about fairness, responsibility, differences, friendship, and authority	<p>(KR-OV 19): Demonstrates understanding of community roles and rules.</p> <ul style="list-style-type: none"> • Understands simple social rules; understands some adult jobs. • Understands and follows simple social rules; begins to develop a basic understanding of commerce and work. • Understands and follows social rules; develops an understanding of work and economics. • Implements and follows classroom and community rules; develops a basic understanding of community roles, responsibilities, and economics. • Understands, follows, and implements rules; develops an understanding of community roles, responsibilities, and economics.
5.4.10 Begins to understand how people can affect environments and take positive actions to show care for the classroom and community in which one lives	<p>(KR-OV 20): Demonstrates knowledge of relationships between people and the environment.</p> <ul style="list-style-type: none"> • Notices and describes features of the environment. • Describes features of the environment and some environmental concerns. • Describes environmental concerns and begins to understand the connection between people and the environment. • Recognizes how people affect their environment. • Recognizes how people affect their environment and begins to understand approaches for addressing environmental concerns.
Emergent Literacy: Pre-Writing	
5.5 Uses age-appropriate writing to communicate ideas	
5.5.1 Uses scribbles, shapes, pictures, and letters to convey meaning	<p>(KR-OV 48): Writes to convey meaning.</p> <ul style="list-style-type: none"> • Makes marks with writing and drawing tools. • Makes letterlike marks to approximate writing using a variety of writing tools. • Makes marks, scribbles, and shapes to

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	<p>approximate writing.</p> <ul style="list-style-type: none"> • Prints recognizable letters and creates words with invented spelling. • Expresses ideas by printing recognizable letters and using some invented spelling. • Expresses ideas and conveys meaning in a variety of text formats. • Writes successfully in a variety of formats.
5.5.2 Dictates thoughts, experiences, and stories	<p>(KR-OV 39): Speaks clearly and conveys ideas effectively.</p> <ul style="list-style-type: none"> • Expresses self through vocalizations that include vowel and consonant sounds and recognizable words. • Expresses self through combinations of words, gestures, and other vocalizations. • Expresses self through words and simple sentences. • Speaks clearly to convey wants, needs, and opinions. • Speaks clearly, conveys ideas, and asks questions. • Speaks clearly, successfully conveys complex ideas, and asks questions. • Speaks thoughtfully; asks clarifying questions; and successfully conveys complex ideas, stories, and events.
5.5.3 Uses a variety of writing tools, materials, and smooth surfaces	<p>(KR-OV 53): Demonstrates control of eating utensils and writing, drawing, and art tools.</p> <ul style="list-style-type: none"> • Eats independently, using fingers, spoons, and forks; uses a variety of writing and drawing tools. • Eats independently using all utensils; manipulates a variety of writing and drawing tools. • Demonstrates control of most eating, writing, and drawing tools. • Demonstrates control of a variety of eating, writing, and drawing tools.
5.5.4 Develops left-to-right orientation	<p>(KR-OV 46): Demonstrates reading behaviors and skills.</p> <ul style="list-style-type: none"> • Explores books, begins to turn pages, and notices pictures and illustrations. • Explores and shows interest in a variety of books. • Explores and shows preference for certain books. • Shows preference for certain books and builds early reading behaviors, including appreciation for books. • Shows interest in books and reading as reading behaviors and skills grow. • Demonstrates developing reading behaviors and builds new reading skills. • Grows in ability to read and enjoy books and other print material.

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	<ul style="list-style-type: none"> • Reads and enjoys a variety of books and other print material.
5.5.5 Explains own “writing” to others	<p>(KR-OV 39): Speaks clearly and conveys ideas effectively.</p> <ul style="list-style-type: none"> • Speaks clearly, conveys ideas, and asks questions. • Speaks clearly, successfully conveys complex ideas, and asks questions. • Speaks thoughtfully; asks clarifying questions; and successfully conveys complex ideas, stories, and events. <p>(KR-OV 48): Writes to convey meaning.</p> <ul style="list-style-type: none"> • Makes marks with writing and drawing tools. • Makes letterlike marks to approximate writing using a variety of writing tools. • Makes marks, scribbles, and shapes to approximate writing. • Prints recognizable letters and creates words with invented spelling. • Expresses ideas by printing recognizable letters and using some invented spelling. • Expresses ideas and conveys meaning in a variety of text formats. • Writes successfully in a variety of formats.
5.5.6 Holds writing utensils properly and positions paper correctly	<p>(KR-OV 53): Demonstrates control of eating utensils and writing, drawing, and art tools.</p> <ul style="list-style-type: none"> • Eats independently, using fingers, spoons, and forks; uses a variety of writing and drawing tools. • Eats independently using all utensils; manipulates a variety of writing and drawing tools. • Demonstrates control of most eating, writing, and drawing tools. • Demonstrates control of a variety of eating, writing, and drawing tools.
Pre-Reading:	
5.6 Uses age-appropriate strategies to develop reading skills	
5.6.1 Recognizes that print has meaning	<p>(KR-OV 44): Shows interest in and understanding of concepts about print.</p> <ul style="list-style-type: none"> • Explores and manipulates board books. • Manipulates books and begins to interact with text and pictures. • Manipulates books easily and interacts meaningfully with text and pictures. • Shows awareness that print represents language; shows interest in letters and words. • Explores printed language in a variety of books and print material. • Understands that print represents language; grows in understanding of concepts about print.

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	<ul style="list-style-type: none"> • Manages a variety of printed and textual materials; expands reading vocabulary. • Interacts with and successfully manages a wide range of printed and textual materials. <p>(KR-OV 42): Identifies and discriminates between syllables, words, and sentences in language.</p> <ul style="list-style-type: none"> • Experiments with sounds, sound fragments, and syllables in spoken and printed language. • Identifies and manipulates syllables in spoken and printed language. • Identifies and manipulates syllables, words, and sentences in spoken and printed language. <p>(KR-OV 45): Recognizes all uppercase and lowercase letters and associates names and sounds with letters.</p> <ul style="list-style-type: none"> • Names and begins to print letters. • Combines letters and sounds in print to form words. • Decodes and sounds out unfamiliar words. • Uses knowledge of all uppercase and lowercase letters to decode and sound out words.
5.6.2 Shows increasing interest in books, being read to in a variety of situations, and reading-related activities with songs, rhymes, and games	<p>(KR-OV 46): Demonstrates reading behaviors and skills.</p> <ul style="list-style-type: none"> • Explores books, begins to turn pages, and notices pictures and illustrations. • Explores and shows interest in a variety of books. • Explores and shows preference for certain books. • Shows preference for certain books and builds early reading behaviors, including appreciation for books. • Shows interest in books and reading as reading behaviors and skills grow. • Demonstrates developing reading behaviors and builds new reading skills. • Grows in ability to read and enjoy books and other print material. • Reads and enjoys a variety of books and other print material. <p>(KR-OV 47): Comprehends and responds to fiction, nonfiction, and text that is read aloud.</p> <ul style="list-style-type: none"> • Shows interest in books. • Shows interest in books and responds positively when books are read aloud. • Shows interest in a range of books and responds positively to books read aloud. • Requests that a variety of books be read and begins to comprehend stories read aloud. • Enjoys a variety of books and stories; grows in comprehension of stories read aloud. • Enjoys a variety of books and shows increased comprehension of stories and informational

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	<p>material read aloud.</p> <ul style="list-style-type: none"> • Builds vocabulary and knowledge from listening to fiction and nonfiction material read aloud. • Develops complex comprehension skills from listening to fiction and nonfiction material read aloud. • Develops complex comprehension and analysis skills from listening and responding to fiction and nonfiction material read aloud. <p>(KR-OV 43): Shows interest in books and reading.</p> <ul style="list-style-type: none"> • Enjoys being read to and exploring age-appropriate books. • Explores age-appropriate books; begins to show preference for certain books. • Shows interest in a variety of books; enjoys books read aloud. • Shows interest in reading and begins to choose books. • Shows growing interest in reading; identifies familiar books. • Shows interest in reading fiction and nonfiction; reads age-appropriate books. • Chooses reading and reading-related activities at home and school.
5.6.3 Explores a variety of books and engages in pretend reading	<p>(KR-OV 46): Demonstrates reading behaviors and skills.</p> <ul style="list-style-type: none"> • Explores books, begins to turn pages, and notices pictures and illustrations. • Explores and shows interest in a variety of books. • Explores and shows preference for certain books. • Shows preference for certain books and builds early reading behaviors, including appreciation for books. • Shows interest in books and reading as reading behaviors and skills grow. • Demonstrates developing reading behaviors and builds new reading skills. • Grows in ability to read and enjoy books and other print material. • Reads and enjoys a variety of books and other print material. <p>(KR-OV 43): Shows interest in books and reading.</p> <ul style="list-style-type: none"> • Enjoys being read to and exploring age-appropriate books. • Explores age-appropriate books; begins to show preference for certain books. • Shows interest in a variety of books; enjoys books read aloud. • Shows interest in reading and begins to choose books.

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	<ul style="list-style-type: none"> • Shows growing interest in reading; identifies familiar books. • Shows interest in reading fiction and nonfiction; reads age-appropriate books. • Chooses reading and reading-related activities at home and school.
5.6.4 Exhibits book-handling skills	<p>(KR-OV 46): Demonstrates reading behaviors and skills.</p> <ul style="list-style-type: none"> • Explores books, begins to turn pages, and notices pictures and illustrations. • Explores and shows interest in a variety of books. • Explores and shows preference for certain books. • Shows preference for certain books and builds early reading behaviors, including appreciation for books. • Shows interest in books and reading as reading behaviors and skills grow. • Demonstrates developing reading behaviors and builds new reading skills. • Grows in ability to read and enjoy books and other print material. • Reads and enjoys a variety of books and other print material. <p>(KR-OV 43): Shows interest in books and reading.</p> <ul style="list-style-type: none"> • Enjoys being read to and exploring age-appropriate books. • Explores age-appropriate books; begins to show preference for certain books. • Shows interest in a variety of books; enjoys books read aloud. • Shows interest in reading and begins to choose books. • Shows growing interest in reading; identifies familiar books. • Shows interest in reading fiction and nonfiction; reads age-appropriate books. • Chooses reading and reading-related activities at home and school.
5.6.5 Begins to recognize that letters form words and words form sentences	<p>(KR-OV 42): Identifies and discriminates between syllables, words, and sentences in language.</p> <ul style="list-style-type: none"> • Responds to cadence of spoken language in songs, chants, poems, and stories. • Responds to sound fragments and syllables in spoken language. • Experiments with sounds, sound fragments, and syllables in spoken and printed language. • Identifies and manipulates syllables in spoken and printed language. • Identifies and manipulates syllables, words, and sentences in spoken and printed language.

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	<p>(KR-OV 45): Recognizes all uppercase and lowercase letters and associates names and sounds with letters.</p> <ul style="list-style-type: none"> • Shows awareness of letters; begins to name uppercase letters. • Shows awareness of and names upper and lowercase letters and sounds. • Names and begins to print letters. • Combines letters and sounds in print to form words. • Decodes and sounds out unfamiliar words. • Uses knowledge of all uppercase and lowercase letters to decode and sound out words. <p>(KR-OV 44): Shows interest in and understanding of concepts about print.</p> <ul style="list-style-type: none"> • Explores and manipulates board books. • Manipulates books and begins to interact with text and pictures. • Manipulates books easily and interacts meaningfully with text and pictures. • Shows awareness that print represents language; shows interest in letters and words. • Explores printed language in a variety of books and print material. • Understands that print represents language; grows in understanding of concepts about print.
5.6.6 Begins to recognize direction and tracking of print	<p>(KR-OV 46): Demonstrates reading behaviors and skills.</p> <ul style="list-style-type: none"> • Explores books, begins to turn pages, and notices pictures and illustrations. • Explores and shows interest in a variety of books. • Explores and shows preference for certain books. • Shows preference for certain books and builds early reading behaviors, including appreciation for books. • Shows interest in books and reading as reading behaviors and skills grow. • Demonstrates developing reading behaviors and builds new reading skills. • Grows in ability to read and enjoy books and other print material. • Reads and enjoys a variety of books and other print material.
5.6.7 Develops a sense of story, responds to text, and recalls a story in sequence	<p>(KR-OV 47): Comprehends and responds to fiction, nonfiction, and text that is read aloud.</p> <ul style="list-style-type: none"> • Shows interest in books. • Shows interest in books and responds positively when books are read aloud. • Shows interest in a range of books and responds positively to books read aloud. • Requests that a variety of books be read and

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	<p>begins to comprehend stories read aloud.</p> <ul style="list-style-type: none"> • Enjoys a variety of books and stories; grows in comprehension of stories read aloud. • Enjoys a variety of books and shows increased comprehension of stories and informational material read aloud. • Builds vocabulary and knowledge from listening to fiction and nonfiction material read aloud. • Develops complex comprehension skills from listening to fiction and nonfiction material read aloud. • Develops complex comprehension and analysis skills from listening and responding to fiction and nonfiction material read aloud.
5.6.8 Shows phonological and phonemic awareness	<p>(KR-OV 41): Identifies and discriminates between sounds and phonemes in language.</p> <ul style="list-style-type: none"> • Shows awareness of sources and distinct fragments of sound. • Hears and discriminates sources and distinct fragments of sound. • Hears and manipulates sound in spoken language. • Hears, discriminates, and manipulates sound in spoken language. <p>(KR-OV 42): Identifies and discriminates between syllables, words, and sentences in language.</p> <ul style="list-style-type: none"> • Experiments with sounds, sound fragments, and syllables in spoken and printed language. • Identifies and manipulates syllables in spoken and printed language. • Identifies and manipulates syllables, words, and sentences in spoken and printed language.
Technology:	
5.7 Begins to develop an awareness of different forms of technology and media	
5.7.1 Begins to understand how different forms of technology and media help people	<p>(KR-OV 25): Demonstrates an understanding of how technology affects life.</p> <ul style="list-style-type: none"> • Recognizes the effect that technology and interactive media have on people's lives. • Identifies some specific ways that technology and interactive media influence people's lives. • Explains the ways that technology and interactive media influence people's lives, both now and in the past.
5.7.2 Begins to use appropriately and independently different forms of technology relevant to the young child	<p>(KR-OV 24): Uses various types of technology.</p> <ul style="list-style-type: none"> • Shows interest in and begins to use some forms of technology. • Uses several types of technology in work and play. • Demonstrates confidence using various types of technology in work and play.

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	<ul style="list-style-type: none"> • Uses a range of technology easily in academic work and play. • Manipulates, navigates, and is comfortable with a range of technologies in academic work and play.
5.7.3 Begins to appreciate how technology can enrich classroom learning experiences	<p>(KR-OV 25): Demonstrates an understanding of how technology affects life.</p> <ul style="list-style-type: none"> • Recognizes the effect that technology and interactive media have on people's lives. • Identifies some specific ways that technology and interactive media influence people's lives. • Explains the ways that technology and interactive media influence people's lives, both now and in the past.