

# Diocese of Raleigh Office of Education

7200 Stonehenge Drive

Raleigh, NC 27613

[www.dioceseofraleigh.org](http://www.dioceseofraleigh.org)

## Early Childhood/Preschool Standards

Revised July 2021

## Table of Contents for Standards

<b>Spiritual Development</b>	<b>Page Number</b>
Jesus' Life and Teaching	<b>1</b>
Building a Relationship with God	<b>3</b>
God's Creation	<b>5</b>
Catholic Traditions	<b>6</b>
<b>Social and Emotional Development</b>	
Self-Awareness	<b>7</b>
Independence	<b>8</b>
Self-Management	<b>9</b>
<b>Approaches to Play and Learning</b>	
Curiosity and Interest	<b>10</b>
Engagement	<b>12</b>
Creative and Cooperative Play and Learning	<b>13</b>
Creative Expression	<b>15</b>
<b>Cognitive Development – Part 1</b>	
Problem-Solving	<b>17</b>
Organizational Skills	<b>18</b>
Memory	<b>19</b>
Language and Communication Development	<b>21</b>
Preliteracy	<b>22</b>
Writing	<b>24</b>

<b>Cognitive Development – Part 2</b>	
Mathematical Thinking and Expression	<b>26</b>
Numbers/Quantities	<b>26</b>
Sorting, Measurement, Patterns	<b>27</b>
Space & Shapes	<b>28</b>
Scientific Exploration and Knowledge	<b>29</b>
<b>Physical Development and Health</b>	
Self-Care	<b>32</b>
Fine Motor	<b>33</b>
Gross Motor	<b>34</b>
Movement	<b>35</b>
Physical Health & Nutrition	<b>36</b>
Safety Awareness	<b>37</b>
<b>Narrative Assessment Tool</b>	<b>39</b>

**THE DIOCESE OF RALEIGH SCHOOLS:  
MISSION OF OUR CATHOLIC SCHOOLS**

The mission of the Diocese of Raleigh is to engage our school/preschool communities in creating a quality education within a Catholic environment that fosters the current and future development of the whole child.

**DIOCESE OF RALEIGH CATHOLIC SCHOOLS: A FOUNDATION FOR LIFE**

“School is one of the educational environments where one grows by learning how to live, how to become grown- up, mature men and women...Following what St. Ignatius teaches us, the main element in school is learning to be magnanimous...This means having a big heart, having a greatness of soul. It means having grand ideals, the desire to achieve great things in response to what God asks of us and, precisely because of this, doing everyday things, all our daily actions, commitments, and meetings with people well. [It means] doing the little everyday things with a big heart that is open to God and to others.” Pope Francis *{Excerpts from Pope Francis: Speech address on June 7, 2013 on the importance of Catholic education in schools in Italy and Albania in the Paul VI Audience Hall.}*



## INTRODUCTION

The Early Childhood/Preschool (EC/PS) Standards are intended for use in all Catholic Early Childhood Centers/Preschools in the Diocese of Raleigh. These standards are the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology for ages 2 – 5. Effective classroom lessons/units require a teacher's understanding of what each student knows, what the student needs to learn, and then supporting them to learn it well. These Standards are created for both the Early Childhood/Preschool and Pre-Kindergarten ages, as we understand that development occurs in a continuum. This can promote a successful transition from Early Childhood/Preschool into kindergarten, which is shown to help promote student's future academic success (Skouteris, Watson, & Lum, 2012).

Assessments will support the learning and provide useful information for both the teacher and the student. The Standards outline the levels of competency that is expected of students at the end of each age level. The Standards are aligned to the North Carolina Foundations of Early Learning and Development (2013) and infused with our Catholic identity.

The EC/PS Standards are enhanced by specific **Overarching Standards, Achievement Standards and Goals** unique to students in Catholic Schools. Teachers must reinforce Gospel truths and values so that students may serve as witness to their Catholic faith. The **Overarching Standards** will help students develop in each area. **Achievement Standards** are not necessarily quantifiable, but rather identified in a student's respect toward the content area. **Specific age level goals** for each standard ensure that each student gain the necessary skills to transition into the next sequential age level. They are intended to **serve as expectations** that many children will reach at the end of their respective age level. They should be viewed as a continuum to easily see what might come before and after the current level of development. Assessments should support the learning and provide useful information for the teacher, parent and the student.

## Standards

ARE learning goals for what students should know and be able to do at each grade level.

Remain constant until revised by the Office of Education.

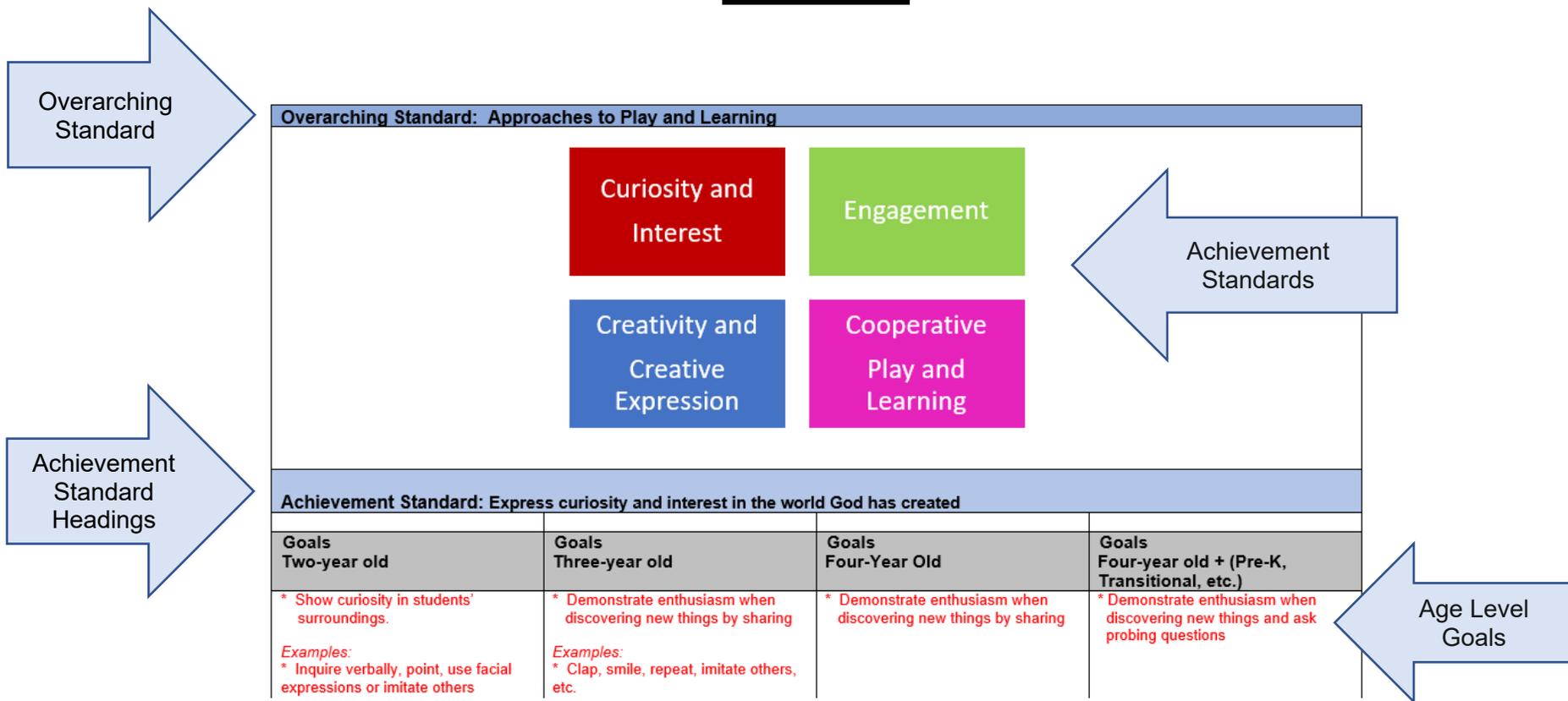
## Curriculum

ARE detailed plans/units/resources used to teach the students learning goals embodied in the standards.

May be altered/changed by classroom teacher to ensure student success.



# SAMPLE



**DOR Early Childhood/Preschool Standards are aligned with the North Carolina Foundations for Early Learning and Development Standards 2013**

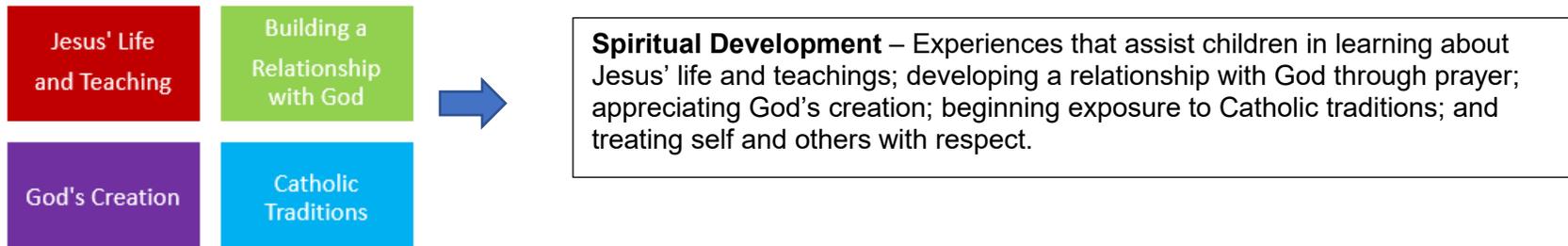
## PHILOSOPHY

The Diocese of Raleigh Early Childhood Centers/Preschools believe that a developmentally appropriate Catholic preschool experience provides an environment that allows freedom to play, explore and discover the wonders of God's world in the course of a child-oriented day. We believe children learn most effectively through sensory experiences and activities that stir the imagination and encourage exploration.

It is essential for children to develop a well-adjusted sense of self in an environment that affords opportunities to attempt new skills and recognize that learning involves trial and error. Within the classroom, children freely interact with peers and adults developing a sense of trust and respect for individuals. By providing standards that integrates all areas of a child's development, children can learn and reach their maximum potential.

## STANDARDS FRAMEWORK

The Standards framework includes **overarching standards, achievement standards and age level goals**. These standards describe what the young child can reasonably be expected to know and be able to do within each standard. These standards determine the focus of child-initiated and teacher-directed classroom activities. To further define the developmental objectives, **goals** provide age appropriate examples of knowledge and skills. By observing what a child can do within each goal, the teacher can determine and articulate a child's progress and plan learning experiences to provide for the child's next stage of learning.





**Social and Emotional Development** – Experiences that nurture a child’s ability to communicate a sense of self, exhibit independence and self-management, to interact appropriately with peers, to show relationship skills including self-discipline and respect for others, to participate in a variety of activities that develop responsible decision-making, to cope with new or challenging situations and to communicate his/her own needs and feelings appropriately.



**Approaches to Play and Learning** – Experiences that will address how children learn and includes their attitudes toward and interest in learning; demonstrate behaviors such as problem-solving and curiosity; display ways to learn in all domains including, music, dramatic play and art; become more confident in their ability to learn and enjoy the process of exploration and discovery through play.

Part 1



**Cognitive Development Part I** – Experiences that focus on the ability to acquire, organize, recall, and use information in complex ways; explain, construct, and predict; apply knowledge and use this to refine understanding of concepts; and awareness of physical environment and people.

Part 2



**Cognitive Development Part 2** – Experiences that develop their skills as effective thinkers and problem-solvers; use memory when learning mathematics, science, creative expression, and social connections; and use all senses to explore and discuss. Almost every experience can be used to support children’s understanding of the concepts included in the Cognitive Development standard.



**Physical Development and Health** – Experiences that focus on physical growth and motor development, self-care, nutrition and health safety practices; developing good physical health and motor development supports children’s learning; proper nutrition promotes not only good physical growth but cognitive development skills such as problem-solving, memory and decision-making.

## Acknowledgements

The Office of Education gratefully acknowledges the expertise and tremendous time commitment of the Early Childhood/Preschool Standards committee.

Nancy Wujek	Director, St. Andrew ECC
Molly DeAngelo	Director, St. Raphael Preschool
Heidi Hobler	Director, St. Francis Preschool
Lisa Ciesla	Director, St. Michael Preschool
Stephanie Hinds	Director, Sacred Heart Preschool
Kimberly Browning	Assistant Superintendent, Office of Education

The Office of Education extends their appreciation to all of the educators in our Early Childhood Centers/Preschools for providing their insights and creative ideas during this revision process:



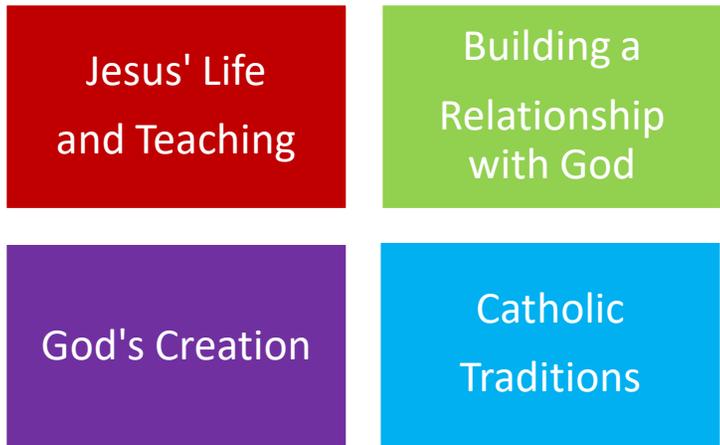
## Bibliography

North Carolina Foundations Task Force. (2013). *North Carolina foundations for early learning and development*. Raleigh: Author.

Skouteris, H., Watson, B., & Lum, J. (2012). *Preschool children's transition to formal schooling: The Importance of collaboration between teachers, parents and children*. *Australasian Journal of Early Childhood*, 37(4), 78-85.

Stewart, Deborah. "The Art of Music in Preschool." *Teach Preschool*, 23 May 2012, [teachpreschool.org/terms-and-conditions/](http://teachpreschool.org/terms-and-conditions/).

**Overarching Standard: Spiritual Development**



**Achievement Standard: Learn about Jesus' Life and Teaching**

Goals Two-year old	Goals Three-year old	Goals Four-Year Old	Goals Transitional K
<ul style="list-style-type: none"> <li>* Listen to the story of Jesus' birth at Christmas</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use a nativity set (such as Little People)</li> <li>* Felt board story</li> <li>* Trade books like <i>Who is Coming to Our House?</i> By Joseph Slate and Ashley Wolff</li> </ul>	<ul style="list-style-type: none"> <li>* Understand the story of Jesus' birth at Christmas</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use a nativity set (such as Little People)</li> <li>* Felt board story</li> <li>* Trade books like <i>Who is Coming to Our House?</i> By Joseph Slate and Ashley Wolff</li> </ul>	<ul style="list-style-type: none"> <li>* Understand and attempt to retell the story of Jesus' birth at Christmas</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use a nativity set (such as Little People)</li> <li>* Felt board story</li> </ul>	<ul style="list-style-type: none"> <li>* Understand and retell that at Christmas, we celebrate the birth of Jesus, God's son</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use a nativity set (such as Little People)</li> <li>* Felt board story</li> </ul>
	<ul style="list-style-type: none"> <li>* Listen to stories that Jesus told to teach us about God</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Loaves and Fishes</li> </ul>	<ul style="list-style-type: none"> <li>* Attempt to retell Jesus' stories orally</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use books such as: Noah's Ark, Good Samaritan, Zacchaeus Tax Collector, Mustard Seed</li> </ul>	<ul style="list-style-type: none"> <li>* Retell stories from Jesus orally</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use books such as: Good Samaritan, Zacchaeus, The Tax Collector, Mustard Seed</li> </ul>

<p>* Listen to stories about Easter and Jesus' death/resurrection</p> <p><i>Examples:</i></p> <p>* Use felt board story or trade book such as <u>The Story of Easter</u> by Patricia Pingry</p>	<p>* Understand that the Easter season is about Jesus dying on the cross and rising again to bring us His New Life</p> <p><i>Examples:</i></p> <p>* Use felt board story or trade book such as <u>The Story of Easter</u> by Patricia Pingry</p>	<p>* Attempt to retell the story of Easter Season, Jesus dying on the cross and rising again to bring us His New Life</p> <p><i>Examples:</i></p> <p>* Using <u>The Easter Story</u> by Brian Wildsmith highlight:</p> <p>* Washing of the feet, Palm Sunday</p> <p>* Last Supper, Resurrection</p> <p>* <i>Benjamin's Box</i> by Melody Carlson and use Resurrection Eggs</p>	<p>* Retell the story of Easter Season, Jesus dying on the cross and rising again to bring us His New Life</p> <p><i>Examples:</i></p> <p>* Using <u>The Easter Story</u> by Brian Wildsmith highlight:</p> <p>* Washing of the feet, Palm Sunday</p> <p>* Last Supper, Resurrection</p> <p>* <i>Benjamin's Box</i> by Melody Carlson and use Resurrection Eggs</p>
---	--	--	---

<b>Achievement Standard: Building a Relationship with God</b>			
<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
<ul style="list-style-type: none"> <li>* Participate in daily prayers and songs</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Pray before eating, open with a simple morning prayer</li> </ul>	<ul style="list-style-type: none"> <li>* Contribute personal prayers, participate in daily prayers and songs</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Pray before eating, open with a simple morning prayer and offer prayer petitions, pass around prayer beads</li> </ul>	<ul style="list-style-type: none"> <li>* Contribute personal prayers, participate in daily prayers and songs</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Prayers for those absent, pray before eating, open with a simple morning prayer and offer prayer petitions, pass around prayer beads</li> </ul>	<ul style="list-style-type: none"> <li>* Contribute personal prayers, participate in daily prayers and songs</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Prayers for those absent, pray before eating, open with a simple morning prayer and offer prayer petitions, pass around prayer beads</li> </ul>
<ul style="list-style-type: none"> <li>* Listen to Bible Stories</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Creation, Noah's Ark</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to Bible stories and understand that they tell us about God's love</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Creation, Noah's Ark, Loaves and Fishes, and other stories from a Children's Bible</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to Bible stories and understand that they tell us about God's love</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Creation, Noah's Ark, Loaves and Fishes, and other stories from a Children's Bible</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to Bible stories and understand that they tell us about God's love</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Creation, Noah's Ark, Loaves and Fishes, and other stories from a Children's Bible</li> </ul>
<ul style="list-style-type: none"> <li>* Attempt to make the Sign of the Cross with support</li> </ul>	<ul style="list-style-type: none"> <li>* Attempt to make the Sign of the Cross with minimal support</li> </ul>	<ul style="list-style-type: none"> <li>* Correctly make the Sign of the Cross</li> </ul>	<ul style="list-style-type: none"> <li>* Correctly make the Sign of the Cross</li> </ul>
		<ul style="list-style-type: none"> <li>* Indicate understanding that there are three persons in one God and can name them; Father, Son, and the Holy Spirit</li> </ul>	<ul style="list-style-type: none"> <li>* Indicate understanding that there are three persons in one God and can name them; Father, Son, and the Holy Spirit</li> </ul>
	<ul style="list-style-type: none"> <li>* Generate questions and interest in learning about God</li> </ul>	<ul style="list-style-type: none"> <li>* Generate questions and interest in learning about God</li> </ul>	<ul style="list-style-type: none"> <li>* Generate questions and interest in learning about God</li> </ul>
	<ul style="list-style-type: none"> <li>* Listen and repeat traditional prayers</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Glory Be..., Hail Mary, or Our Father</li> </ul>	<ul style="list-style-type: none"> <li>* Recall and pray traditional prayers with minimal support</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Glory Be..., Hail Mary, or Our Father</li> </ul>	<ul style="list-style-type: none"> <li>* Recall and pray traditional prayers with independence</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Glory Be..., Hail Mary, or Our Father</li> </ul>

<p>* Participate in acts of service</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Make cards for homebound parishioners</li> </ul>	<p>* Demonstrate understanding of and participate in acts of service</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Help make blankets</li> <li>* Dog treats for SPCA</li> <li>* Make cards for nursing home</li> </ul>	<p>* Demonstrate understanding of and participate in acts of service</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Brown Bag Ministry</li> <li>* Birthday kits for Catholic Parish Outreach</li> </ul>	<p>* Demonstrate understanding of and participate in acts of service</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Packing lunches for homeless</li> <li>* Participate in book drive and warm clothing drive</li> </ul>
---	---	---	--

**Achievement Standard: Discover and Appreciate God's Creation**

<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
<p>* Observe nature's beauty</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Nature walk</li> </ul>	<p>* Recognize nature's beauty</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Nature walk</li> </ul>	<p>* Recognize and identify God's creation through nature's beauty</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Fall nature walk</li> <li>* Winter animals/weather</li> <li>* New life/spring</li> </ul>	<p>* Recognize and identify God's creation through nature's beauty</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Fall nature walk</li> <li>* Winter animals/weather</li> <li>* New life/spring</li> </ul>
<p>* Express gratitude to God for all things he has made.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* In prayer- for example, "Thank you God for flowers"</li> </ul>	<p>* Express gratitude to God for all things he has made.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* In prayer- for example, "Thank you God for flowers"</li> </ul>	<p>* Express gratitude to God for all things he has made.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* In prayer- for example, Thank you God for flowers or daily lunch prayer</li> <li>* Create thankful mats</li> </ul>	<p>* Express gratitude to God for all things he has made.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* In prayer- for example, Thank you God for flowers or daily lunch prayer</li> <li>* Create thankful mats</li> </ul>

<b>Achievement Standard: Experience Catholic Traditions</b>			
<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
<p>* Recognize that church is God's House</p> <p><i>Examples:</i></p> <p>* Visit the church or chapel as a class</p>	<p>* Recognize that church is God's house</p> <p><i>Examples:</i></p> <p>* Visit the church or chapel as a class</p>	<p>* Recognize that church is God's House</p> <p><i>Examples:</i></p> <p>* Visit the church or chapel as a class</p>	<p>* Recognize that church is God's House</p> <p><i>Examples:</i></p> <p>* Visit the church or chapel as a class</p>
		<p>* Recognize some of the sacred vessels/elements used to celebrate Mass</p> <p><i>Examples:</i></p> <p>* altar, altar cloth, paten, chalice, candles, cruets, flowers, Bible, etc.</p>	<p>* Recognize some of the sacred vessels/elements used to celebrate Mass</p> <p><i>Examples:</i></p> <p>* altar, altar cloth, paten, chalice, candles, cruets, flowers, Bible, etc.</p>
<p>* Listen to stories about Saints</p> <p><i>Examples:</i></p> <p>* Introduction to relatable saints, like St. Nicholas or patron saint of school</p>	<p>* Recognize Patron Saint of own school (if applicable) as well as other familiar saints.</p> <p><i>Examples:</i></p> <p>* Introduction to relatable saints, like St. Nicholas or patron saint of School</p>	<p>* Recognize Patron Saint of own school (if applicable) as well as other familiar saints.</p> <p><i>Examples:</i></p> <p>* St. Francis, Nicholas, Valentine, Blaise</p>	<p>* Recognize Patron Saint of own school (if applicable) as well as other familiar saints</p> <p><i>Examples:</i></p> <p>* St. Francis, Nicholas, Valentine, Blaise</p>
	<p>* Recognize colors used on altar or classroom prayer table reflects season of the liturgical calendar</p> <p><i>Examples:</i></p> <p>* Change color of background or tablecloth for prayer table</p>	<p>* Identify colors used on altar or classroom prayer table reflects season of the liturgical calendar</p> <p><i>Examples:</i></p> <p>* Change color of background or tablecloth for prayer table</p> <p>* Liturgical colors song</p>	<p>* Discuss colors used on altar or classroom prayer table reflects season of the liturgical calendar</p> <p><i>Examples:</i></p> <p>* Change color of background or tablecloth for prayer table</p> <p>* Liturgical colors song</p>



Overarching Standard: Social and Emotional Development



Achievement Standard: Develop Self-Awareness

Goals Two-year old	Goals Three-year old	Goals Four-Year Old	Goals Transitional K
<p>* Demonstrate awareness of own body.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Hands, feet, mouth, head, legs, arms, toes, fingers, etc</li> </ul>	<p>*Show awareness of some of their own characteristics and things they can do.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>*Recognize self in pictures</li> <li>* "I helped daddy"</li> </ul>	<p>*Describe self (characteristics that can be seen, things they can do, things they like, possessions)</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>**"I am wearing a blue coat"</li> </ul>	<p>*Describe themselves in concrete ways, with greater detail and accuracy.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>**"My eyes are brown"</li> <li>"I am tall"</li> </ul>
<p>* Refers to self with support</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* first name</li> <li>* gender: boy or girl</li> <li>* age</li> </ul>	<p>* Refers to self with support</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* first and last name</li> <li>* gender</li> <li>* age</li> </ul>	<p>* Refers to self</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* first and last name</li> <li>* age</li> <li>* gender</li> </ul>	<p>* Refers to self</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* first and last name</li> <li>* age</li> <li>* gender</li> </ul>
	<p>* Recognize being part of group, classroom, family, etc.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Name family members</li> <li>* Classmates or tell name of class</li> </ul>	<p>* Express sense of belonging to a group, classroom, family, etc.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Name family members</li> <li>* Classmates or tell name of class</li> </ul>	<p>* Express sense of belonging to a group, classroom, family, etc.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Name family members</li> <li>* Classmates or tell name of class</li> </ul>

<b>Achievement Standard: Demonstrate Independence</b>			
<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
* Enter classroom with minimal adult assistance	* Enter classroom with minimal adult assistance	* Enter classroom independently  <i>Examples:</i> * Place coat, lunch/snack bag, etc in appropriate areas * Easily separate from parent	* Enter classroom independently  <i>Examples:</i> * Place coat, lunch/snack bag, etc in appropriate areas * Easily separate from parent
* Make decisions in the classroom  <i>Examples:</i> * Locate own area for play	* Demonstrate abilities to solve problems independently  <i>Examples:</i> * Gather own supplies/toys for activities (with support)	* Solve problems independently  <i>Examples:</i> * Gather own supplies/toys for activities	* Solve problems independently  <i>Examples:</i> * Gather own supplies/toys for activities
* Engage in play/activities with encouragement	* Engage in play/activities with minimal encouragement	* Initiate independent activities and offer ideas  <i>Examples:</i> * Choose center activity * Participate in discussions at circle time	* Demonstrate independence with choosing activities and offering ideas  <i>Examples:</i> * Choose center activity * Participate in discussions at circle time
<b>Achievement Standard: Demonstrate Self-Management</b>			
<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
* Follow classroom rules and routines	* Follow classroom rules and routines	* Follow classroom rules and routines	* Follow classroom rules and routines
* Receive and accept re-direction/correction	* Respond positively to correction	* Respond positively to correction	* Respond positively to correction
* Follow rules of activities with assistance	* Follow rules of activities with minimal assistance	* Follow rules of activities	* Follow rules of activities
	* Accept responsibility for own actions	* Accept responsibility for own actions	* Accept responsibility for own actions

<ul style="list-style-type: none"> <li>* Demonstrate respect to and cooperation with others</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Understand that God loves everyone</li> <li>* Demonstrate concern for others</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate respect to and cooperation with others</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Understand that God loves everyone</li> <li>* Demonstrate concern for others</li> </ul>	<ul style="list-style-type: none"> <li>* Respect others and cooperate in group activities</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Understand that God loves everyone</li> <li>* Demonstrate concern for others</li> </ul>	<ul style="list-style-type: none"> <li>* Respect others and cooperate in group activities</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Understand that God loves everyone</li> <li>* Demonstrate concern for others</li> </ul>
	<ul style="list-style-type: none"> <li>* Learn to cope with changes and disappointments</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Respond to a timer; choose a new activity</li> </ul>	<ul style="list-style-type: none"> <li>* Learn to cope and accept changes and disappointments</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Respond to a timer; choose a new activity</li> </ul>	<ul style="list-style-type: none"> <li>* Cope and accept changes and disappointments</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Respond to a timer; choose a new activity</li> </ul>
<ul style="list-style-type: none"> <li>* Utilize non-violent responses to deal with the feeling of frustration</li> </ul>	<ul style="list-style-type: none"> <li>* Utilize non-violent responses to deal with the feeling of frustration</li> </ul>	<ul style="list-style-type: none"> <li>* Utilize non-violent responses to deal with the feeling of frustration</li> </ul>	<ul style="list-style-type: none"> <li>* Utilize non-violent responses to deal with the feeling of frustration</li> </ul>
	<ul style="list-style-type: none"> <li>* Manage conflict with support</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Uses words with teacher support, such as “I’m sorry” or asking for a turn</li> </ul>	<ul style="list-style-type: none"> <li>* Manage conflict with minimal support by using words</li> </ul>	<ul style="list-style-type: none"> <li>* Manage conflict with minimal support by using words</li> </ul>
		<ul style="list-style-type: none"> <li>* Identify social cues through body language</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Intentional vs. accidental</li> <li>* Empathy for others’ emotions</li> </ul>	<ul style="list-style-type: none"> <li>* Identify social cues through body language</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Intentional vs. accidental</li> <li>* Empathy for others’ emotions</li> </ul>
<ul style="list-style-type: none"> <li>* Initiate basic manners such as please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>* Apply basic manners such as please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>* Apply manners such as please and thank you</li> </ul>	<ul style="list-style-type: none"> <li>* Apply manners such as please and thank you</li> </ul>

**Overarching Standard: Approaches to Play and Learning**

Curiosity and Interest

Engagement

Creativity and Creative Expression

Cooperative Play and Learning

**Achievement Standard: Express Curiosity and Interest in the World God has Created**

<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
<p>* Show curiosity in students' surroundings.</p> <p><i>Examples:</i></p> <p>* Inquire verbally, point, use facial expressions or imitate others</p>	<p>* Demonstrate enthusiasm when discovering new things by sharing</p> <p><i>Examples:</i></p> <p>* Clap, smile, repeat, imitate others, etc.</p>	<p>* Demonstrate enthusiasm when discovering new things by sharing and asking questions</p> <p><i>Examples:</i></p> <p>* Use of verbal and non-verbal responses</p>	<p>* Demonstrate enthusiasm when discovering new things by asking probing questions</p> <p><i>Examples:</i></p> <p>* Use of verbal and non-verbal responses</p>
<p>* Display interest in new activities</p>	<p>* Display interest in new activities</p>	<p>* Demonstrate an interest in a new variety of topics, tasks, and ideas</p> <p><i>Examples:</i></p> <p>* Talks about experience at the science center when seeing a new animal, etc.</p>	<p>* Demonstrate an interest in a new variety of topics, tasks, and ideas</p> <p><i>Examples:</i></p> <p>* Talks about experience at the science center when seeing a new animal, etc.</p>

		* Investigate by taking risks without fear of making mistakes	* Investigate by taking risks without fear of making mistakes
<p>* Discover the use of their senses in the world around them</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* See, smell, taste, hear and touch</li> <li>* Explore with a variety of materials</li> </ul>	<p>* Discover the use of their five senses in the world around them</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* See, smell, taste, hear, and touch</li> <li>* Explore with a variety of materials</li> </ul>	<p>* Explore the use of their five senses in the world around them</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* See, smell, taste, hear and touch</li> <li>* Explore and experiment with a variety of materials</li> </ul>	<p>* Explore and demonstrate the use of their five senses in the world around them</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* See, smell, taste, hear and touch</li> <li>* Explore and experiment with a variety of materials</li> </ul>

## Achievement Standard: Demonstrate Various Levels of Engagement

Achievement Standard: Demonstrate Various Levels of Engagement			
<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
* Show the act of sharing with support	* Demonstrate the act of sharing and taking turns with others with support	* Demonstrate the act of sharing and taking turns with others with minimal support	* Demonstrate the act of sharing and taking turns with others
* Imitate interactive play with teacher support  <i>Examples:</i> * Play kitchen/cook/server, etc. * Show positive emotions taking turns with other children	* Engage in play with other children  <i>Examples:</i> * Solicit engagements with other children by asking “can you play with me?” * Offer to share toys/supplies	* Initiate play with other children  <i>Examples:</i> * Approach other children to solicit play activities * Identify another child as their friend	* Cooperatively interact with other children.  <i>Examples:</i> * Share ideas and other ways to do things * Work on tasks with other children
* Show awareness of peers  <i>Examples:</i> * Play in the same center as a classmate	* Form friendships with other children  <i>Examples:</i> * Invites and/or plays cooperatively with classmates	* Form and maintain friendships with other children  <i>Examples:</i> * Invites and/or plays cooperatively with classmates	* Form and maintain friendships with other children  <i>Examples:</i> * Invites and/or plays cooperatively with classmates
* Develop ability to continue or return to activities after interruptions with support	* Develop ability to continue or return to activities after interruptions with support	* Demonstrate ability to continue or return to activities after interruptions	* Demonstrate ability to continue or return to activities after interruptions
	* Contribute to discussions with support	* Contribute to discussions with minimal support	* Contribute to discussions

## Achievement Standard: Engage in Creative, Cooperative Play and Learning

Goals Two-year old	Goals Three-year old	Goals Four-Year Old	Goals Transitional K
	<ul style="list-style-type: none"> <li>* Recognize the difference between pretend/fantasy and reality with minimal support</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* In a book, point out that animals can't talk in real life.</li> </ul>	<ul style="list-style-type: none"> <li>* Recognize the difference between pretend/fantasy and reality</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* In a book, point out that animals can't talk in real life</li> <li>* Recognize that when they play dress up or pretend play they are still "them" just "pretending"</li> </ul>	<ul style="list-style-type: none"> <li>* Describe the difference between pretend/fantasy and reality</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* In a book, point out that animals can't talk in real life</li> <li>* Recognize that when they play dress up or pretend play they are still "them" just "pretending"</li> </ul>
<ul style="list-style-type: none"> <li>* Express ideas through art, music, movement, and drama with support</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Play in dramatic play center, dance to music, paint or draw</li> </ul>	<ul style="list-style-type: none"> <li>* Express ideas through art, music, movement, and drama with minimal support</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Discuss artwork, play in dramatic play, use simple instruments to play along with music, use puppets</li> </ul>	<ul style="list-style-type: none"> <li>* Express ideas through art, music, movement, and drama</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Describe artwork, roleplay in dramatic play</li> <li>* Use instruments to play along with music or create own</li> <li>* Use puppets to tell a story</li> </ul>	<ul style="list-style-type: none"> <li>* Express ideas through art, music, movement, and drama</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Describe artwork, roleplay in dramatic play</li> <li>* Use instruments to play along with music or create own</li> <li>* Use puppets to tell a story</li> </ul>
<ul style="list-style-type: none"> <li>* Use familiar classroom/household objects for play</li> </ul> <p><i>Examples</i></p> <ul style="list-style-type: none"> <li>* Pots, pans, wooden spoons, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Combine familiar objects to use in creative ways</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Build structures using items in classroom.</li> </ul>	<ul style="list-style-type: none"> <li>* Combine familiar objects to use in creative ways</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use Legos® as food while pretending to cook</li> </ul>	<ul style="list-style-type: none"> <li>* Combine familiar objects to use in creative ways</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use a marker for a microphone while putting on a show in dramatic play</li> </ul>
	<ul style="list-style-type: none"> <li>* Pretend to be someone other than themselves during dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>* Expand on a variety of roles during dramatic play</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use props, actions, imitation</li> </ul>	<ul style="list-style-type: none"> <li>* Expand on a variety of roles during dramatic play</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use props, actions, imitation</li> </ul>
		<ul style="list-style-type: none"> <li>* Create stories and/or songs during play</li> </ul>	<ul style="list-style-type: none"> <li>* Create stories and/or songs during play</li> </ul>

	<p>* Use imagination to express ideas or concepts with support</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Discuss what is at the end of a rainbow</li> <li>* Look at clouds and discuss objects they may look like</li> </ul>	<p>* Use imagination to express ideas or concepts with minimal support</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Discuss what is at the end of a rainbow</li> <li>* Look at clouds and discuss objects they may look like</li> </ul>	<p>* Use imagination to express ideas or concepts</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Discuss what it would be like to be a train conductor.</li> <li>* Create images of bridges/buildings</li> </ul>
	<p>* Integrate materials throughout activities and centers with support</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use paper from writing center to make pictures of cars for the city made in block center</li> </ul>	<p>* Integrate materials throughout activities and centers with minimal support</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use paper from writing center to make pictures of cars for the city made in block center</li> </ul>	<p>* Integrate materials throughout activities and centers</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use paper from writing center to make pictures of cars for the city made in block center</li> </ul>
	<p>* Demonstrate interest in playing with others</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Join a group during play</li> </ul>	<p>* Demonstrate interest in playing with others</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Join or invite others to play or engage in activities</li> </ul>	<p>* Demonstrate interest in playing with others</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Join or invite others to play or engage in activities</li> <li>* Create games to play with a friend or groups</li> </ul>
	<p>* Recognize that technology can be used as a tool for learning (with support)</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* With support, view website video of a butterfly emerging from a chrysalis</li> </ul>	<p>* Recognize that technology can be used as a tool for learning (with some support)</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* View website video about chicks hatching from eggs</li> </ul>	<p>* Recognize that technology can be used as a tool for learning</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* View website video about clouds</li> </ul>

## Achievement Standard: Creative Expression

Goals Two-year old	Goals Three-year old	Goals Four-Year Old	Goals Transitional K
<b>MUSIC</b>			
<ul style="list-style-type: none"> <li>* Recall familiar songs and react to music</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Attempt to use voice expressively to speak and sing</li> <li>* Attempt to recall simple songs when in a group</li> <li>* Clap to sounds/music</li> </ul>	<ul style="list-style-type: none"> <li>* Recall familiar songs and react to music</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Attempt to use voice and body expressively to speak and sing</li> <li>* Attempt to recall simple songs when in a group</li> <li>* Mimic (with support) pitch and rhythmic patterns</li> <li>* Dance</li> </ul>	<ul style="list-style-type: none"> <li>* Recall familiar songs and react to music</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Generate clapping to beat of music/pattern</li> <li>* Participate by speaking, chanting or singing songs</li> <li>* Mimic pitch and rhythmic patterns</li> <li>* Dance</li> </ul>	<ul style="list-style-type: none"> <li>* Recall familiar songs and react to music</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Generate clapping to beat of music/pattern</li> <li>* Participate by speaking, chanting or singing songs</li> <li>* Mimic pitch and rhythmic patterns</li> <li>* Dance</li> </ul>
	<ul style="list-style-type: none"> <li>* Describe characteristics of music</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Fast, slow, quiet, loud, happy, sad</li> </ul>	<ul style="list-style-type: none"> <li>* Describe characteristics of music</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Fast, slow, quiet, loud, happy, sad</li> </ul>	<ul style="list-style-type: none"> <li>* Discuss varieties of music and describe how a song makes a student feel</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Fast, slow, quiet, loud, happy, sad</li> </ul>
<ul style="list-style-type: none"> <li>* Attempt to make music using simple instruments/objects</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use egg shakers, hit pot with a spoon, clap blocks together</li> </ul>	<ul style="list-style-type: none"> <li>* Express interest in music by using simple instruments/objects to duplicate sounds</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use rhythm sticks, egg shakers, jingle bells</li> </ul>	<ul style="list-style-type: none"> <li>* Use simple instruments to play music independently/in a group</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use rhythm sticks, egg shakers, jingle bells, tambourines</li> </ul>	<ul style="list-style-type: none"> <li>* Play instrumental accompaniments to songs, recorded selections, stories, and poems</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use rhythm sticks, egg shakers, jingle bells, tambourines, handbells</li> </ul>
<b>ART-PROCESS OVER PRODUCT</b>			
<ul style="list-style-type: none"> <li>* Explore various types of art/media freely</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use finger paints, crayons or markers</li> <li>* Glue strips of paper on another paper</li> </ul>	<ul style="list-style-type: none"> <li>* Explore and create various types of art</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Create art with clay, crayons, markers, paint and collage materials</li> </ul>	<ul style="list-style-type: none"> <li>* Explore the properties of art materials and use with purpose to draw, paint, sculpt, etc.</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Create art with clay, crayons, markers, paint and collage materials</li> </ul>	<ul style="list-style-type: none"> <li>* Plan and create artistic creations</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Drawings</li> <li>* Paintings</li> <li>* Collages</li> <li>* Sculptures</li> </ul>

	<p>* Describe own artwork</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"><li>* Show drawing: "This is my mom and dad."</li></ul>	<p>* Use art to tell a story</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"><li>* Show an illustration: "This is my mom and dad's car."</li></ul>	<p>* Use art to tell a story</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"><li>* Show painting of park: "This is our family at a picnic"</li></ul>
--	---	--	--



**Overarching Standard: Cognitive Development – Part 1**

Problem-Solving

Organizational Skills

Memory

Language and Communication Development

**Achievement Standard: Problem-Solving**

<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
<ul style="list-style-type: none"> <li>* Use available resources to accomplish a goal or solve a problem</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Push a chair to a table/counter to reach for an object</li> </ul>	<ul style="list-style-type: none"> <li>* Use materials in new ways to explore and problem-solve</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use a cup or bowl at water table when usual tool not available</li> </ul>	<ul style="list-style-type: none"> <li>* Discuss and use materials in new ways to explore and problem-solve</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use a block for a telephone</li> <li>* Make car ramps out of books</li> </ul>	<ul style="list-style-type: none"> <li>* Discuss and use materials in new ways to explore and problem-solve</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use a block for a telephone</li> <li>* Make car ramps out of books</li> </ul>
	<ul style="list-style-type: none"> <li>* Ask for assistance when unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>* Ask for assistance when unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>* Ask for assistance when unsuccessful</li> </ul>
		<ul style="list-style-type: none"> <li>* Employ self-talk to work through steps to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>* Employ self-talk to work through steps to solve problems</li> </ul>
		<ul style="list-style-type: none"> <li>* Explain to others how a problem was solved</li> </ul>	<ul style="list-style-type: none"> <li>* Explain to others how a problem was solved</li> </ul>
<ul style="list-style-type: none"> <li>* Demonstrate interest in play and learning activities that offer a challenge</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Simple puzzles, shape sorters</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate the ability to approach a challenge</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Provide “I can do it” when working on activity or playing</li> </ul>	<ul style="list-style-type: none"> <li>* Accept new challenges with willingness to persevere</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Provide “I can do it” when working on activity or playing even when unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>* Approach new challenging experiences independently with willingness to persevere</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Provide “I can do it” even when unsuccessful</li> </ul>

<b>Achievement Standard: Organizational Skills</b>			
<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
* Demonstrate willingness to assist in putting items away	* Demonstrate willingness to assist in putting items away	* Demonstrate willingness to put items away	* Demonstrate willingness to put items away
* Reproduce sorting  <i>Examples:</i> * Follow sorting of blocks that teacher has created	* Reproduce sorting materials by categories  <i>Examples:</i> * Ability to copy sorted materials by colors, shapes, or sizes, etc.	* Create patterns of sorted materials and discuss  <i>Examples:</i> * Ability to sort materials by colors, shapes, and sizes, etc. and explain reasoning	* Create patterns of sorted materials and discuss  <i>Examples:</i> * Ability to sort materials by colors, shapes and sizes, etc. and explain reasoning
* Develop organizational routines with support  <i>Examples:</i> * Put coat away, lunch box, backpack	* Develop organizational routines with minimal support  <i>Examples:</i> * Put personal items away when entering the classroom or gather belongings at the end of the day	* Demonstrate independence with daily organizational classroom routines  <i>Examples:</i> * Put personal items away when entering the classroom or gather belongings at clean up and the end of the day	* Demonstrate independence with daily organizational classroom routines  <i>Examples:</i> * Put personal items away when entering the classroom or gather belongings at clean up and the end of the day
		* Describe and implement multiple steps given for a project or activity	* Describe and implement multiple steps given for a project or activity
		* Demonstrate awareness of the weekly schedule  <i>Examples:</i> * Specials, half-days, celebrations, etc.	* Demonstrate awareness of the weekly schedule  <i>Examples:</i> * Specials, half-days, celebrations, etc.
	* Recognize (with minimal support) time limits for tasks or activities	* Manage time for tasks or activities  <i>Examples:</i> * Demonstrate ability to prepare for beginning or ending an activity/project	* Manage time for tasks or activities  <i>Examples:</i> * Demonstrate ability to prepare for beginning or ending an activity/project

<p>* Demonstrate (with support) awareness of transitional cues</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Transition song to move to next activity or clean up</li> </ul>	<p>* Demonstrate awareness and apply (with minimal support) transitional cues</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Transition song to move to next activity or clean up</li> </ul>	<p>* Engage in transitional cues</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Transition song to move to next activity or clean up</li> </ul>	<p>* Engage in transitional cues</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Transition song to move to next activity or clean up</li> </ul>
---	--	---	---



**Achievement Standard: Memory**

<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
	<ul style="list-style-type: none"> <li>* Relate past experiences and discuss</li> </ul> <p><i>Examples</i></p> <ul style="list-style-type: none"> <li>* Discuss vacation</li> </ul>	<ul style="list-style-type: none"> <li>* Discuss past experiences in detail</li> </ul> <p><i>Examples</i></p> <ul style="list-style-type: none"> <li>* Discuss vacation or new house, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Discuss past experiences in detail</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Discuss vacation or new house, etc.</li> </ul>
	<ul style="list-style-type: none"> <li>* Recall visual items/cues</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Identify animals from <u>The Mitten</u> by Jan Brett after hearing the story read aloud</li> </ul>	<ul style="list-style-type: none"> <li>* Recall and discuss visual items and auditory cues</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Name animals from <u>The Mitten</u> by Jan Brett after hearing the story read aloud</li> </ul>	<ul style="list-style-type: none"> <li>* Recall and discuss visual items and auditory cues</li> </ul> <p><i>Examples</i></p> <ul style="list-style-type: none"> <li>* Discuss events/characters, etc from class book from read aloud</li> </ul>
		<ul style="list-style-type: none"> <li>* Use prior knowledge to predict/ask questions</li> </ul>	<ul style="list-style-type: none"> <li>* Use prior knowledge to predict/ask questions</li> </ul>

## Achievement Standard: Language and Communication Development

Goals Two-year old	Goals Three-year old	Goals Four-Year Old	Goals Transitional K
* Respond to others by using simple words	* Respond to others using increased variety of words	* Demonstrate understanding of increasingly complex sentences	* Demonstrate understanding of increasingly complex sentences
* Respond to gestures, facial expressions, tone of voice, and words to demonstrate emotions	* Respond to gestures, facial expressions, tone of voice, and words to demonstrate emotions	* Respond (with prompting and support) to requests for information/action	* Respond to requests for information/action
* Follow simple directions with visual clues  Examples: * Hang up coat * Put book on the table	* Follow two-step directions with visual clues, if needed  Examples: * Find snack bag and place it on the table	* Follow simple multi-step directions  Examples: * Find snack bag, place it on the table, and wash your hands	* Follow multi-step instructions  Examples: * Find snack bag, place on blue table, line up and wash your hands
* Use words more often than vocalizations and gestures to communicate	* Use words as primary source of communication	* Use words to create more complex sentences	* Use words to create more complex sentence
* Use movement or behavior to initiate interaction  <i>Examples:</i> * Wave to a friend, touch arm to gain attention	* Question or use verbal/nonverbal cues to initiate communication	* Initiate and communicate by asking questions about things of interest	* Initiate and participate in conversations related to interests of their own or the other person
	* Participate in simple conversations with support	* Participate in individual and group conversations with minimal support	* Participate in individual and group conversations
* Respond to simple statements and questions to gain information  <i>Examples:</i> * Answers: What is your name? * Answers: Do you like red or blue?	* Respond to simple statements and questions to gain information  <i>Examples:</i> * Discussion with pictures * Discussion regarding current life events	* Respond to detailed questions or statements to gain information  <i>Examples:</i> * Discussion on why certain animals do things (jump, climb, prowl)	* Respond to complex questions with detailed explanation  <i>Examples:</i> * I don't like to fly because I don't like to go up high in the sky

<ul style="list-style-type: none"> <li>* Act out familiar scenes and events and imitate familiar people</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* During dramatic play, feed a baby doll</li> </ul>	<ul style="list-style-type: none"> <li>* Discuss with others what they are working on, routines, events of the day</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Compare lunch foods</li> <li>* Ask questions about others' art projects</li> </ul>	<ul style="list-style-type: none"> <li>* Describe experiences and create/retell short narratives</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Retell a story with puppets or felt board</li> </ul>	<ul style="list-style-type: none"> <li>* Describe experiences and create/retell more detailed experiences</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Retell a story with puppets or felt board</li> </ul>
<ul style="list-style-type: none"> <li>* Imitate parts of familiar songs, chants, or rhymes</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Class transitional songs</li> </ul>	<ul style="list-style-type: none"> <li>* Recall and repeat familiar songs, chants, or rhymes</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Class transitional songs</li> <li>* Nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>* Recall and repeat familiar songs, chants, or rhymes</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Class transitional songs</li> <li>* Finger plays</li> </ul>	<ul style="list-style-type: none"> <li>* Recall and repeat familiar songs, chants, and rhymes</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Class transitional songs</li> <li>* Alphabet song</li> </ul>
<ul style="list-style-type: none"> <li>* Demonstrate a steady increase in their vocabulary</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Name a variety of animals</li> <li>* Identify familiar objects</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate understanding of new vocabulary words for a variety of concepts</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Big and little</li> <li>* In and out</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate use of more than one word for the same object (synonyms)</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Chair = seat</li> <li>* Dish = plate</li> </ul>	<ul style="list-style-type: none"> <li>* Use an increased vocabulary that includes different kinds of words to express ideas clearly</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Instead of nice – use kind</li> </ul>
<b>PRELITERACY</b>			
<ul style="list-style-type: none"> <li>* Engage in reading behaviors independently</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Show interest in books</li> <li>* Turn pages (may not be correct order)</li> <li>* Interpret story pictures</li> </ul>	<ul style="list-style-type: none"> <li>* Engage in reading behaviors independently</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Choose books</li> <li>* Turn pages (may not be correct order)</li> <li>* Recall story using the pictures</li> <li>* Pretend to read familiar books from memory</li> </ul>	<ul style="list-style-type: none"> <li>* Engage in reading behaviors independently</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Show interest in books, other print and reading-related activities</li> <li>* Recall story using the pictures</li> <li>* Pretend to read familiar books</li> <li>* Illustrate (with support) an event in the story</li> </ul>	<ul style="list-style-type: none"> <li>* Engage in reading behaviors independently with increased focus for longer periods of time</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Show interest in books, other print and reading-related activities</li> <li>* If not reading, pretend to read</li> <li>* Recall story using pictures</li> <li>* Illustrate an event in the story</li> </ul>
<ul style="list-style-type: none"> <li>* Listen to simple and repetitive books, stories, and songs</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Read books like <u>Brown Bear</u>,</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to simple and repetitive books, stories, and songs</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to and discuss storybooks, simple informational books and poetry</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to and discuss increasingly complex storybooks, informational books, and poetry for longer periods of time</li> </ul>

<p><u>Brown Bear What Do You See?</u> * Sing transition songs</p>			
<p>* Play with repetitive sounds, words, rhymes, and gestures  <i>Examples:</i> * Imitates clapping, stomping, etc.</p>	<p>* Participate in experiences using rhythmic patterns in poems and songs  <i>Examples:</i> * Clapping * Marching * Using simple objects/instruments to make sounds</p>	<p>* Participate in songs, poems, and books that rhyme and have word play.  <i>Examples:</i> * Complete refrains and fill in missing words and sounds.</p>	<p>* Participate in songs, poems, and books that rhyme and have word play.  <i>Examples:</i> * Repeat a variety of rhythmic patterns * Clap, march</p>
		<p>* Use knowledge of the world to make sense of stories and informational texts  <i>Examples:</i> * What things are, how they work</p>	<p>* Use knowledge of the world to make sense of stories and informational texts  <i>Examples:</i> * What things are, how they work</p>
	<p>* Relate personal experiences to events described in books (with prompting and support)</p>	<p>* Relate personal experiences to events described in books</p>	<p>* Relate personal experiences to an increasing variety of events described in books</p>
		<p>* Discuss stories by asking questions and making predictions</p>	<p>* Discuss stories by asking questions and making predictions</p>
	<p>* Recognize own name in print</p>	<p>* Recognize own name in print</p>	<p>* Recognize own name and a small amount of other names</p>
	<p>* Discriminate between letters and numbers</p>	<p>* Discriminate between letters and numbers</p>	<p>* Discriminate between letters and numbers</p>
	<p>* Recognizes some letters of the alphabet, particularly those that make up their name</p>	<p>* Recognizes and names some letters of the alphabet, particularly those that make up their name</p>	<p>* Recognize an increasing amount of letters in the alphabet</p>
		<p>* Recognize some letters and their correct sounds  <i>Examples:</i> * S – snake * Identify first letter of their name in a list of letters</p>	<p>* Identify most letters and their correct sounds  <i>Examples:</i> * Sound out letters of alphabet * Sound out letters in their name</p>

			<ul style="list-style-type: none"> <li>* Connect the sounds in a spoken word with letters in the written word</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Say B – for ball (use picture)</li> </ul>
		<ul style="list-style-type: none"> <li>* Recognize (with support) that books have an author, title and illustrator</li> </ul>	<ul style="list-style-type: none"> <li>* Recognize that books have an author, title and illustrator</li> </ul>
	<ul style="list-style-type: none"> <li>* Demonstrate basic understanding of some print concepts</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Illustrations correspond to the print</li> <li>* Identity front / back of book</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate understanding of some print concepts</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Illustrations correspond to the print</li> <li>* Directionality of print</li> <li>* Upper case/lower case</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate understanding of basic print concepts</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Read right to left</li> <li>* Directionality of print</li> <li>* Upper case/lower case</li> </ul>
		<ul style="list-style-type: none"> <li>* Identify parts of a story and sequence using pictures/objects</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>* Identify parts of a story and sequence using pictures/objects</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Beginning, middle and end</li> </ul>
		<ul style="list-style-type: none"> <li>* With support, differentiate fiction from non-fiction</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Respond: “Could this happen in real life?”</li> </ul>	<ul style="list-style-type: none"> <li>* Differentiate fiction from non-fiction</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Respond: “How do you know this is real or not real?”</li> </ul>
<b>WRITING</b>			
<ul style="list-style-type: none"> <li>* Utilize “scribble” to begin printing on paper (mimics adult writing)</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use variety of writing tools (crayons, large pencils) to form shapes/objects</li> </ul>	<ul style="list-style-type: none"> <li>* Utilize “scribble” and with support, create letter-like forms (mimics adult writing)</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use variety of writing tools (crayons, large pencils) to form shapes/objects</li> <li>* Begin to create letters of name</li> </ul>	<ul style="list-style-type: none"> <li>* Form letters (with some accuracy) particularly, those that make up their name</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Write letters in sand</li> <li>* Form letters using play dough</li> </ul>	<ul style="list-style-type: none"> <li>* Form letters particularly, those that make up their name</li> </ul>
	<ul style="list-style-type: none"> <li>* Transition from holding crayon or</li> </ul>	<ul style="list-style-type: none"> <li>* Hold writing tools with tripod grasp</li> </ul>	<ul style="list-style-type: none"> <li>* Hold writing tools with tripod grasp</li> </ul>

	pencil in fist to holding it in between thumb and forefinger		
	* Copy and trace own name with correct capitalization (with support)	* Write own name with correct capitalization (with support)	* Write own name with correct capitalization
		<p>* Engage in writing behaviors that imitate real-life situations</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Pretend to take orders for food at dramatic play center</li> <li>* Write a grocery list</li> </ul>	<p>* Independently engage in writing behaviors for various purposes</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Write lists with symbols/letters in pretend play</li> <li>* Write messages that include letters/symbols.</li> </ul>
		<p>* Represent thoughts and ideas through illustrations</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>* Draw a picture, write a card</li> </ul>	<p>* Represent thoughts and ideas through illustrations adding letters or letter-like forms</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>* Draw a picture, write a card</li> </ul>
			<p>* Imitate adult writing conventions</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Separate groups of words by spaces</li> <li>* Attempt to write on the lines on paper</li> <li>* Use the enter key on the computer to generate line spacing</li> </ul>

**Overarching Standard: Cognitive Development – Part two**

Mathematical  
Thinking and  
Expression

Scientific  
Exploration  
and Knowledge

**Achievement Standard: Mathematical Thinking and Expression**

<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
<b>Numbers and Quantities</b>			
* Explore quantity  <i>Examples:</i> * Use containers to fill and spill	* Explore quantity  <i>Examples:</i> * Recognize that some containers hold different amounts	* Explore quantity  <i>Examples:</i> * Compare different volumes of materials in containers	* Explore quantity  <i>Examples:</i> * Estimate how many scoops to fill a container
	* Rote count in order to 10 with increasing accuracy	* Rote count in order to 20 with increasing accuracy	* Rote count in order to 20+ with increasing accuracy.
* Demonstrate understanding of numbers and quantities during play and other activities  <i>Examples:</i> * Identify that three blocks stacked is smaller than 6 blocks stacked * Recognize five crayons are more than 2 crayons	* Demonstrate understanding of numbers and quantities during play and other activities  <i>Examples:</i> * Identify the difference between small/large sets of quantities using small objects	* Compare visually two groups of objects that are equal or unequal in quantity and indicate “same” or different”  <i>Examples:</i> * Identify two sets of 4 cubes as the same * Use 10-frame as visual tool	* Compare the number of items in small sets of objects (up to five objects) by matching or counting  <i>Examples:</i> * Use language such as “more than”, “less than” and “equal to” to describe quantities • Use a 10-frame as visual tool
* Experiment with counting sets of 1-3 objects  <i>Examples:</i> * Use blocks, counters, manipulatives	* Demonstrate counting up to five objects arranged in a line using one-to-one correspondence with some accuracy  <i>Examples:</i> * Respond to “how many?”	* Demonstrate counting up to 10 objects arranged in a line using one-to-one correspondence with increased accuracy  <i>Examples:</i> * Uses counters or blocks	* Demonstrate counting up to 10 objects arranged in a line using one-to-one correspondence with accuracy  <i>Examples:</i> * Uses counters or blocks

	* Recognize numerals 1-3	* Recognize numerals 1-10	* Recognize numerals 1-10+
	* Identify ordinal numbers (with support)  <i>Examples:</i> * First or second	* Identify ordinal numbers with some accuracy  <i>Examples:</i> * First, second, third, fourth and fifth * The red train is first, the green one is second	* Identify ordinal numbers with accuracy  <i>Examples:</i> * Organize classmates in ordered line- first through tenth
<b>Sorting, Measurement and Patterns</b>			
* Compare size and weight of objects  <i>Examples:</i> * Free play with a balance, point out heaviness and size of objects	* Recognize size and amount when labeling objects, people, and collections  <i>Examples:</i> * Responds "big house", "tiny chair," etc.	* Use descriptive language for size, length and weight  <i>Examples:</i> * Responds "tall building", "short tree", "long hallway", "heavy box", "big dog"	* Use descriptive language for size, length and weight  <i>Examples:</i> * Responds "tall building", "short tree", "long hallway", "heavy box", "big dog"
	* Use simple measurement tools (standard/non-standard)-(with support) to measure objects  <i>Examples:</i> * Measuring cup or scale * Use blocks to measure foot	* Use simple measurement tools (standard/non-standard) to measure objects  <i>Examples:</i> * Measuring cup, ruler, or scale	* Use simple measurement tools (standard/non-standard) to measure objects  <i>Examples:</i> * Measuring cup, ruler, or scale
	* Compare size, length and weight of two objects and identify differences  <i>Examples:</i> * Respond "that rock is heavier than that one" or "this snake is longer than the other one."	* Compare size, length and weight of two objects and identify differences  <i>Examples:</i> * Responds "that rock is heavier than that one" or "a snake is longer than that one", or "that bird is taller than that one."	* Compare more than two objects by size, length, or weight  <i>Examples:</i> * Describe lengths of three different strings of yarn * Describe weight of three different rocks
* Sort objects of same colors/sizes  <i>Examples:</i> * Put all the blue buttons in a jar * Sort teddy bears by color	* Classify familiar objects into categories  <i>Examples:</i> * Juice, milk, water (drinks)	* Classify familiar objects into categories with increasing accuracy  <i>Examples:</i> * Utensils for cooking * Crayon or markers for writing	* Classify familiar objects into categories with accuracy  <i>Examples:</i> * Cars, trucks, boats (vehicles)
* Imitate pattern of sounds and physical movements	* Recognize and recreate repeating patterns	* Recognize and recreate repeating patterns	* Duplicate and extend simple patterns using concrete objects

<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Clap, clap</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Repeat movement pattern while singing songs</li> <li>* Create a line of Legos in alternating colors</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Explain what comes next in pattern of beads</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Describe next color or size in a line of patterned objects</li> </ul>
<b>Space and Shapes</b>			
<ul style="list-style-type: none"> <li>* Identify and name simple positional words with support</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Up/down or over/under</li> </ul>	<ul style="list-style-type: none"> <li>* Demonstrate understanding of positions in space by using position words</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Be first or last in line</li> <li>* Place the toy on top of the shelf</li> <li>* Front/behind</li> </ul>	<ul style="list-style-type: none"> <li>* Consistently demonstrate understanding of positional words</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Front/behind</li> <li>* Above/below</li> <li>* Over/under</li> <li>* In/out</li> </ul>	<ul style="list-style-type: none"> <li>* Consistently demonstrate understanding of positional words</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Front/behind</li> <li>* Above/below</li> <li>* Over/under</li> <li>* In/out</li> </ul>
<ul style="list-style-type: none"> <li>* Differentiate circle, square, and triangle</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Place shapes in shape sorter using trial and error</li> </ul>	<ul style="list-style-type: none"> <li>* Match and identify circle, square, rectangle, and triangle</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Create pictures identifying shapes</li> </ul>	<ul style="list-style-type: none"> <li>* Identify basic shapes and describe their characteristics using descriptive/geometric attributes</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Respond "The light is a circle because it is round"</li> </ul>	<ul style="list-style-type: none"> <li>* Identify basic shapes and describe their characteristics using descriptive/geometric attributes</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Respond "The light is a circle because it is round"</li> <li>* Respond "the box is square because it has sides"</li> </ul>
<ul style="list-style-type: none"> <li>* Use simple shapes to create</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Build with different shapes of blocks</li> <li>* Glue cut out shapes on paper</li> </ul>	<ul style="list-style-type: none"> <li>* Identify shapes in the environment and describe them</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Respond "I see the moon and it is a circle"</li> </ul>	<ul style="list-style-type: none"> <li>* Use 2 and 3 dimensional shapes to create pictures, designs, and structures</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Glue a triangle and square to make a house</li> </ul>	<ul style="list-style-type: none"> <li>* Use 2 and 3 dimensional shapes to represent real-world objects</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Explain "I used a circle to make a snowman"</li> <li>* Explain "we built a house using square blocks"</li> </ul>
	<ul style="list-style-type: none"> <li>* Illustrate using concrete materials to represent mathematical ideas</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Draw many circles to show many people</li> <li>* Use popsicle sticks to show how many students are in class</li> </ul>	<ul style="list-style-type: none"> <li>* Illustrate using concrete materials to represent an increasing variety of mathematical ideas</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Create shapes to represent patterns</li> <li>* Graphing classmates' answers by stacking blocks</li> </ul>	<ul style="list-style-type: none"> <li>* Illustrate using concrete materials to represent an increasing variety of mathematical ideas</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Create shapes to represent patterns</li> <li>* Graphing classmates' answers by stacking blocks</li> </ul>

		<p>* Explain (with minimal support) how a mathematical problem was solved</p> <p><i>Examples:</i></p> <p>* Respond “I see five students and need five crackers”</p>	<p>* Explain how a mathematical problem was solved</p> <p><i>Examples:</i></p> <p>* Respond “I always see a blue sticker after a red sticker, so I put the blue one next”</p>
<b>Achievement Standard: Scientific Exploration and Knowledge</b>			
<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
<p>* Refer to Achievement Standard: <b>Express curiosity and interest in the world God has created</b></p> <p><i>Examples:</i></p> <p>* Explore indoors/outdoors</p> <p>* Notice/interact with small insects, smell flowers, run through leaves</p>	<p>* Refer to Achievement Standard: <b>Express curiosity and interest in the world God has created</b></p> <p><i>Examples:</i></p> <p>* Explore indoors/outdoors</p> <p>* Ask questions about natural surroundings</p> <p>* Gather rocks, etc.</p>	<p>* Refer to Achievement Standard: <b>Express curiosity and interest in the world God has created</b></p> <p><i>Examples:</i></p> <p>* Observe and react to the natural world and outdoor environment</p>	<p>* Refer to Achievement Standard: <b>Express curiosity and interest in the world God has created</b></p> <p><i>Examples:</i></p> <p>* Observe and react to the natural world and outdoor environment</p>
<p>* Participate in caring for living things with support</p> <p><i>Examples:</i></p> <p>* Fill bird feeder</p>	<p>* Participate in caring for living things with support</p> <p><i>Examples:</i></p> <p>* Water plants</p> <p>* Feed classroom pet</p>	<p>* Participate in caring for living things</p> <p><i>Examples:</i></p> <p>* Class job of watering plants</p>	<p>* Demonstrate responsibility for the care of living things</p> <p><i>Examples:</i></p> <p>* Plant/weed classroom garden</p>
	<p>* Observe and describe (with support) characteristics of plants and animals</p> <p><i>Examples:</i></p> <p>* Needs of living things</p> <p>* Life cycles</p>	<p>* Observe and describe characteristics of plants and animals</p> <p><i>Examples:</i></p> <p>* Needs of living things</p> <p>* Life cycles</p>	<p>* Observe and describe characteristics of plants and animals</p> <p><i>Examples:</i></p> <p>* Discuss appearance, similarities, differences, habits and behavior</p> <p>* Describe what plants and animals need to live and grow (water, sunlight, food)</p>
	<p>* Observe and describe (with support) current weather conditions</p>	<p>* Observe and describe current weather conditions</p>	<p>* Observe and describe current weather conditions and seasonal changes</p>

	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Look out classroom window and describe what they see: sunny, cloudy, etc.</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Look out classroom window and describe what they see: windy, sunny</li> <li>* Describe temperature; hot/cold</li> </ul>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Look out classroom window and describe what they see: windy, sunny</li> <li>* Describe temperature; hot/cold</li> <li>* Discuss what happens in winter or summer</li> </ul>
	<ul style="list-style-type: none"> <li>* Observe and describe predict (with support) properties of materials and changes in substances</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Water freezes and makes ice</li> <li>* Pudding thickens</li> </ul>	<ul style="list-style-type: none"> <li>* Observe, predict and describe (with support) changes that take place (scientific method)</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Clay hardens when air hits it</li> <li>* Mixing liquid with a solid substance</li> </ul>	<ul style="list-style-type: none"> <li>* Observe, predict and describe changes that take place (scientific method)</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Ice melts when it gets warmer</li> </ul>
	<ul style="list-style-type: none"> <li>* Create and check predictions through observations and experimentation (with support)</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Plant and water seeds to observe and describe progress</li> </ul>	<ul style="list-style-type: none"> <li>* Create and check predictions through observations and experimentation (with minimal support)</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Plant and water seeds to observe and describe progress</li> </ul>	<ul style="list-style-type: none"> <li>* Create and check predictions through observations and experimentation</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Plant and water seeds; observe progress, track growth (with support)</li> </ul>
		<ul style="list-style-type: none"> <li>* Participate in activities that help to care for the environment and explain (with support) why this is important</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Clean up school grounds</li> <li>* Recycle classroom paper</li> </ul>	<ul style="list-style-type: none"> <li>* Participate in activities that help to care for the environment and explain why this is important</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Gather cans/plastic containers from snack/lunch to recycle</li> <li>* Plant a school garden</li> </ul>
<ul style="list-style-type: none"> <li>* Explore objects and materials by handling them in various ways</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Move toys from one space to another</li> <li>* Fill/dump containers at sand/water table</li> </ul>	<ul style="list-style-type: none"> <li>* Explore objects and materials by handling them in various ways</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use sensory table for scooping, pouring, sifting and dumping with a variety of materials, such as beans, rice, oatmeal, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Observe objects, materials, and phenomena and describe observations</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Temperature, texture, weight, color, size, etc., such as observing ice cubes</li> </ul>	<ul style="list-style-type: none"> <li>* Compare objects, materials, and phenomena by observing and describing their physical characteristics</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Temperature, texture, weight, color, size, etc. such as observing ice cubes</li> </ul>

	<ul style="list-style-type: none"> <li>* Use simple tools to manipulate and explore objects and materials (with support)</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use a magnifying glass to view small objects</li> </ul>	<ul style="list-style-type: none"> <li>* Use simple tools to investigate objects and materials</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use a magnifying glass to view small objects</li> <li>* Use ramps to roll balls/cars</li> </ul>	<ul style="list-style-type: none"> <li>* Use an increasing variety of tools to investigate the world around them</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Measuring cups</li> <li>* Balance</li> <li>* Prism</li> <li>* Droppers</li> </ul>
	<ul style="list-style-type: none"> <li>* Question to inquire about the natural world</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Ask: "Why do leaves fall down from trees?"</li> </ul>	<ul style="list-style-type: none"> <li>* Question to inquire about the natural world</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Ask: "Why do squirrels eat acorns?"</li> <li>* View books</li> <li>* Use computer (with support)</li> <li>* Experiments</li> </ul>	<ul style="list-style-type: none"> <li>* Question and identify ways to find answers</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Ask: "Why is the sky blue?"</li> <li>* View books</li> <li>* Use computer (with support)</li> <li>* Experiments</li> </ul>
		<ul style="list-style-type: none"> <li>* Manipulate the environment to produce desired effects and invent solutions to problems</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use a string to pull a toy</li> </ul>	<ul style="list-style-type: none"> <li>* Manipulate the environment to produce desired effects and invent solutions to problems</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* experiment with car on incline and decline</li> </ul>
<ul style="list-style-type: none"> <li>* Create simple graphs (with support)</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Class graph of favorite apple after tasting red and green</li> </ul>	<ul style="list-style-type: none"> <li>* Collect and record data (with support)</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use manipulatives</li> <li>* Illustrate and graph</li> </ul>	<ul style="list-style-type: none"> <li>* Collect, record and explain data</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use simple chart/graph</li> <li>* Draw pictures</li> </ul>	<ul style="list-style-type: none"> <li>* Collect, record and explain data</li> </ul> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use simple chart/graph</li> <li>* Draw pictures</li> <li>* Explain results</li> </ul>



**Overarching Standard: Physical Development and Health**

Self-Care

Movement  
and Motor  
Development

Physical  
Health

Safety  
Awareness

**Achievement Standard: Self-Care**

Goals Two-year old	Goals Three-year old	Goals Four-Year Old	Goals Transitional K
<p>* Communicate personal care needs</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* (Begins to) Indicate toilet needs</li> </ul>	<p>* Communicate personal care needs</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Indicate toilet needs consistently</li> <li>* Use restroom independently</li> </ul>	<p>* Demonstrate independence regarding personal care needs</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use restroom independently</li> </ul>	<p>* Demonstrate independence regarding personal care needs</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use restroom independently</li> </ul>
<p>* Develop understanding of hygienic practices</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Hand washing, sneezing/coughing into elbow or sleeve, dental care, etc.</li> </ul>	<p>* Demonstrate (with minimal support) hygienic practices</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Hand washing, sneezing/coughing into elbow or sleeve, dental care, etc.</li> </ul>	<p>* Demonstrate independent hygienic practices</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Hand washing, sneezing/coughing into elbow or sleeve, dental care, etc.</li> </ul>	<p>* Demonstrate Independent hygienic practices</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Hand washing, sneezing/coughing into elbow or sleeve, dental care, etc.</li> </ul>
<p>* Develop ability (with support) to attempt independent self-care routines</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Put own coat/sweater on</li> <li>* Attempt to unzip clothing</li> <li>* Feed self</li> </ul>	<p>* Demonstrate (with minimal support) independent self-care routines</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Put own coat/sweater on</li> <li>* Attempt to unzip clothing</li> <li>* Feed self</li> <li>* Put shoes on</li> <li>* Attempt button/un-button clothing</li> </ul>	<p>* Demonstrate independent self-care routines</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Put own coat/sweater on/off</li> <li>* Zip/Unzip clothing</li> <li>* Feed self</li> <li>* Put shoes on</li> <li>* Button/un-button clothing</li> </ul>	<p>* Demonstrate independent self-care routines</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Put own coat/sweater on/off</li> <li>* Zip/Unzip clothing</li> <li>* Feed self</li> <li>* Put shoes, work on tying</li> <li>* Button/un-button clothing</li> </ul>

## Achievement Standard: Fine Motor Development

Goals Two-year old	Goals Three-year old	Goals Four-Year Old	Goals Pre-K, Transitional, etc.
<p>* Develop fine muscle control and coordination</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Use multiple writing tools to draw/color</li> <li>* Stack small objects</li> <li>* Roll/pick up ball</li> <li>* Insert peg in pegboard</li> <li>* Fill/empty water or sand containers</li> <li>* Paint with fingers or large brush</li> </ul>	<p>* Develop fine muscle control and coordination</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Paint with large brush on paper</li> <li>* Turn book pages one at a time</li> <li>* Attempt to hold scissors correctly</li> <li>* Draw simple shapes/figures</li> <li>* Manipulate clay/play dough</li> </ul>	<p>* Develop fine muscle control and hand-eye coordination to manipulate objects and work with tools</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Forks, crayons, tongs, markers, etc.</li> <li>* Hold scissors correctly to cut along a line</li> </ul>	<p>* Develop fine muscle control and hand-eye coordination to manipulate objects and work with tools</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Hold scissors correctly to cut along a line</li> <li>* Forks, crayons, tongs/tweezers markers, etc.</li> <li>* Spray bottle, hole puncher, etc.</li> </ul>



**Achievement Standard: Gross Motor Development**

<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
<p>* Develop strength, balance and coordination by repeating movements</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Throw large ball with two hands</li> <li>* Bend and straighten</li> <li>* Stand up and sit down</li> <li>* Jump and run</li> </ul>	<p>* Develop strength, balance and coordination by repeating movements</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Throw large ball with two hands</li> <li>* Balance on one foot (right/left)</li> <li>* Walk backward</li> <li>* Run, jump, attempt galloping</li> <li>* Kick a ball</li> <li>* Dance</li> </ul>	<p>* Coordinate movement of upper and lower body</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Skipping, balancing on beams, hopping from one place to another, jump, run</li> </ul>	<p>* Coordinate movement of upper and lower body</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Skipping, balancing on beams, hopping from one place to another</li> </ul>
<p>* Select and use familiar objects that encourage large motor movements</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Riding toys, crawl tubes</li> <li>* Attempt to throw large/small ball in basket</li> </ul>	<p>* Select and use familiar objects that encourage large motor movements</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Riding toys, crawl tubes</li> <li>* Throw small/large ball in basket</li> </ul>	<p>* Select and use familiar objects that encourage large motor movements and activities</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Balls, slides</li> <li>* Jump rope</li> </ul>	<p>* Select and use familiar objects that encourage large motor movements and activities</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Balls, slides</li> <li>* Jump rope</li> </ul>
	<p>* Refine movements and demonstrate adequate hand-eye coordination</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Attempt to throw/catch balls</li> <li>* Toss bean bag in basket</li> </ul>	<p>* Refine movements and demonstrate adequate hand-eye coordination</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Throw/catch balls</li> <li>* Attempt to dribble ball</li> <li>* Ring toss</li> <li>* Batting</li> </ul>	<p>* Refine movements and demonstrate hand-eye coordination</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Throw/catch/ balls</li> <li>* Dribble ball</li> <li>* Ring toss</li> <li>* Batting</li> </ul>

**Achievement Standard: Movement**

<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
<p>* Develop strength and stamina with movements over brief periods of time</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Shake a parachute</li> <li>* March until music stops</li> </ul>	<p>* Develop strength and stamina using large muscles and participate in physical activity for an increased period of time</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Shake a parachute</li> <li>* March until music stops</li> <li>* Run on playground</li> </ul>	<p>* Develop strength and stamina by playing vigorously for moderate periods of time</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Shake a parachute</li> <li>* March until music stops</li> <li>* Run on playground</li> <li>* Climb play structures</li> </ul>	<p>* Develop strength and stamina by playing vigorously for extended periods of time</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Shake a parachute</li> <li>* March until music stops</li> <li>* Run on playground</li> <li>* Climb play structures</li> </ul>
	<p>* Choose a variety of structured and unstructured physical activities while indoors/outdoors</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Climb on playground equipment</li> <li>* Play hopscotch or hide and seek</li> </ul>	<p>* Choose a variety of structured and unstructured physical activities while indoors/outdoors</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Jump rope</li> <li>* Participate in chasing games</li> <li>* Red Light, Green Light game</li> </ul>	<p>* Participate in structured and unstructured motor activities building strength, speed, flexibility and coordination</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Play basketball</li> <li>* Participate in chasing games</li> <li>* Red Light, Green Light game</li> </ul>
	<p>* Transition from active to quiet activities with support</p>	<p>* Transition from active to quiet activities with limited support</p>	<p>* Transition independently from active to quiet activities</p>

**Achievement Standard: Physical Health & Nutrition**

<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
<p>* Develop healthy eating habits</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Recognize healthy foods</li> </ul>	<p>* Develop healthy eating habits</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Identify and choose healthy foods</li> </ul>	<p>* Describe and select healthy food choices</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Discuss how vegetables are nutritious and soda/candy are not</li> <li>* Choose healthy snacks</li> </ul>	<p>* Describe and select healthy food choices</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Discuss how vegetables are nutritious and soda/candy are not</li> <li>* Choose healthy snacks</li> </ul>
		<p>* Discuss food preferences, textures, temperatures and tastes</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Hot soup, crunchy cookies, sweet apples</li> </ul>	<p>* Discuss food preferences, textures, temperatures and tastes</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Hot soup, crunchy cookies, sweet apples</li> </ul>
		<p>* Identify foods and beverages that help build healthy bodies</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Milk</li> <li>* Green vegetables</li> <li>* Fish</li> </ul>	<p>* Identify foods and beverages that help build healthy bodies</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Milk</li> <li>* Green vegetables</li> <li>* Fish</li> </ul>
<p>* Participate in a variety of indoor/outdoor physical activities</p>	<p>* Participate in a variety of indoor/outdoor physical activities</p>	<p>* Participate in a variety of indoor/outdoor physical activities</p>	<p>* Participate in a variety of indoor/outdoor physical activities</p>
<p>* Identify some body parts when named</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Head, eyes, lips, ears, nose, leg, etc.</li> </ul>	<p>* Identifies and names certain body parts</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Head, eyes, lips, ears, nose, leg, etc.</li> </ul>	<p>* Identify body parts and functions</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Eyes – to see</li> <li>* Arms – to lift and hold</li> </ul>	<p>* Identify body parts and functions</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Eyes – to see</li> <li>* Arms – to lift and hold</li> </ul>

**Achievement Standard: Safety Awareness**

<b>Goals Two-year old</b>	<b>Goals Three-year old</b>	<b>Goals Four-Year Old</b>	<b>Goals Transitional K</b>
<p>* Show understanding (with support) of following basic health and safety rules</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Keep fingers out of your nose and mouth</li> <li>* Wash hands</li> </ul>	<p>* Demonstrate understanding (with some support) of following basic health and safety rules</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Cough in elbow, use a tissue to wipe nose</li> <li>* Proper handwashing</li> </ul>	<p>* Demonstrate understanding of following basic health and safety rules</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Cough in elbow, use a tissue to wipe nose</li> <li>* Proper handwashing</li> </ul>	<p>* Demonstrate understanding of following basic health and safety rules</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Cough in elbow, use a tissue to wipe nose</li> <li>* Proper handwashing</li> </ul>
	<p>* Recognize unsafe activity</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Realize importance to stay with teacher at all times</li> </ul>	<p>* Recognize unsafe activity</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Realize throwing rocks on playground is an unsafe action</li> </ul>	<p>* Recognize unsafe activity</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Realize that climbing on bookshelf is an unsafe action</li> </ul>
<p>* Identify (with support) people they can go to when they feel afraid or need help to feel safe</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Family, caregivers, teachers, emergency responders, etc.</li> </ul>	<p>* Identify (with support) people they can go to when they feel afraid or need help to feel safe</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Family, caregivers, teachers, emergency responders, etc.</li> </ul>	<p>* Identify people they can go to when they feel afraid or need help to feel safe</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Family, caregivers, teachers, emergency responders, etc.</li> </ul>	<p>* Identify people they can go to when they feel afraid or need help to feel safe</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Family, caregivers, teachers, emergency responders, etc.</li> </ul>
<p>* Follow directions during safety drills (with support)</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Fire, tornado, lockdown</li> </ul>	<p>* Follow directions during safety drills (with support)</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Fire, tornado, lockdown</li> </ul>	<p>* Follow directions during safety drills</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Fire, tornado, lockdown</li> </ul>	<p>* Follow directions during safety drills</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>* Fire, tornado, lockdown</li> </ul>





# Diocese of Raleigh Office of Education Early Childhood/Preschool Narrative Assessment Tool

**Purpose:** The purpose of this Student Assessment is the utilization of a common assessment tool throughout the Early Childhood Centers/Preschools in the Diocese of Raleigh Catholic Schools. Teachers will follow the cycle chart on the following page for each student.

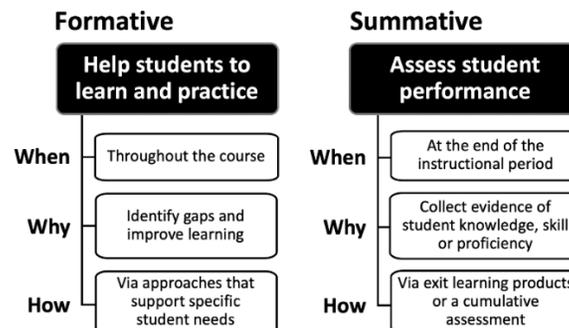
## Recommended Procedure

Using the Achievement Standards and Age Level Goals, teachers will write brief narratives using the following statements:

- I can...
- I am working on...

Work samples should be collected to reflect supportive evidence of the narrative; a copy may be passed on to the next year's teacher.

**In general, assessments** are categorized as formative or summative (see graphic below). However, in early childhood education, best practice is on-going, authentic, formative assessment. Teacher observations drive instructional planning so that all children's needs are met. Knowing where a child is on the developmental continuum allows for goal setting and differentiation of instruction.



## Assessment Cycle

Early Fall	Fall	Fall/Winter	Spring	Late Spring
Gather evidence and on-going data collection process. (Teacher to use only to drive instruction and differentiation).	First narrative to parents.	Parent Conference  See below *	Gather evidence and on-going data collection process. (Teacher to use only to drive instruction and differentiation).	Parents receive second narrative.
<p>Best practice is to show growth through formative assessment. Consider sharing a sampling as part of the Fall and Spring Narrative. For example, a self-portrait from the Fall and Spring to show fine motor growth/body awareness.</p> <p>*At least one parent conference should be held during the year. If the conference is in the fall, the narrative can be sent home in conjunction. If the conference is in the winter, no additional narrative is necessary.</p>				



Diocese of Raleigh  
Office of Education  
Early Childhood/Preschool  
Narrative Assessment Tool

Student's name:	Age level/Classroom:
Date of assessment:	Teacher:
Name of Early Childhood Center/Preschool:	
<input type="checkbox"/> Fall	<input type="checkbox"/> Spring

### Spiritual Development

Achievement Standards focus on: Jesus' Life and Teaching; Building a Relationship with God; God's Creation; and Catholic Traditions

I am learning...

I display...

## **Social and Emotional Development**

**Achievement Standards focus on: Self-Awareness; Independence; and Self-Management**

**I can...**

**I am working on ...**

## **Approaches to Play and Learning**

**Achievement Standards focus on: Curiosity and Interest; Engagement; Creative and Cooperative Play and Learning; and Creative Expression**

**I can...**

**I am working on ...**

## **Cognitive Development – Part 1**

**Achievement Standards focus on: Problem-Solving; Organizational Skills; Memory; Language and Communication  
Development = Preliteracy and Writing**

**I can...**

**I am working on ...**

## **Cognitive Development – Part 2**

**Achievement Standards focus on: Mathematical Thinking and Expression; Numbers/Quantities; Sorting, Measurement,  
Patterns; Space & Shapes; and Scientific Exploration and Knowledge**

**I can...**

**I am working on ...**

# Physical Development and Health

Achievement Standards focus on: Self-Care; Fine Motor; Gross Motor; Movement; Physical Health & Nutrition; and Safety Awareness

I can...

I am working on ...



CATHOLIC  
DIOCESE *of* RALEIGH

Office of Education  
*Catholic Schools*

07.2021

## **Live Binders**

The Early Childhood/Preschool standards and the narrative assessment tool are available in the ECC/PS Standards Live Binder which is located on the Office of Education website.

[www.dioceseofraleigh.org](http://www.dioceseofraleigh.org)

Your director/administrator can provide the log-in and password if you do not already have it.

### **Additional resources:**

[https://www.academia.edu/7721591/Best Practices in Assessment in Early Childhood Education](https://www.academia.edu/7721591/Best_Practices_in_Assessment_in_Early_Childhood_Education)