



Progressions from

Objectives for Development & Learning

Birth Through Third Grade



Objective 1 Regulates own emotions and behaviors

a. Manages feelings

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<p>Uses adult support to calm self</p> <ul style="list-style-type: none"> Calms self when touched gently, patted, massaged, rocked, or hears a soothing voice Turns away from source of overstimulation and cries but is soothed by being picked up 		<p>Comforts self by seeking out special object or person</p> <ul style="list-style-type: none"> Gets teddy bear from cubby when upset Sits next to favorite adult when sad 		<p>Is able to look at a situation differently or delay gratification</p> <ul style="list-style-type: none"> When the Block area is full, looks to see what other areas are available Scowls and says, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack." 		<p>Controls strong emotions in an appropriate manner most of the time</p> <ul style="list-style-type: none"> Asserts, "I'm mad. You're not sharing the blocks!" Says, "I'm so excited! We're going to the zoo today!" while jumping up and down 		<p>Manages strong emotions using known strategies</p> <ul style="list-style-type: none"> When feeling overwhelmed, talks with teacher about a plan for completing an assignment Finds a quiet place in the classroom to read after a disagreement with a friend Talks to a friend about being reprimanded by the teacher 		<p>Demonstrates patience with personal limitations; controls feelings based on how they will affect others</p> <ul style="list-style-type: none"> When practicing cursive writing, says, "I need to go slowly when I write the letter Q so I won't get frustrated." Smiles and says, "thank you" for a gift, and then later tells an adult, "I already read that book, and I didn't like it." 	

b. Follows limits and expectations

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<p>Responds to changes in an adult's tone of voice and expression</p> <ul style="list-style-type: none"> Looks when adult speaks in a soothing voice Appears anxious if voices are loud or unfamiliar Touches the puddle of water when adult smiles encouragingly 		<p>Accepts redirection from adults</p> <ul style="list-style-type: none"> Moves to the sand table at suggestion of adult when there are too many at the art table Initially refuses to go inside but complies when the teacher restates the request 		<p>Manages classroom rules, routines, and transitions with occasional reminders</p> <ul style="list-style-type: none"> Indicates that only four persons may play at the water table Cleans up when music is played Goes to rest area when lights are dimmed 		<p>Applies basic rules in new but similar situations</p> <ul style="list-style-type: none"> Walks and uses a quiet voice in the library Runs and shouts when on a field trip to the park Listens attentively to a guest speaker 		<p>Understands and explains reasons for rules</p> <ul style="list-style-type: none"> Explains why running in the gym is safe but running in the hallway is not When playing a block-balancing game, says, "You have to sit back when it's not your turn so the table doesn't get bumped." 		<p>Demonstrates an understanding of the "big rule" concepts of safety, kindness, respect, and care for the objects and materials in the environment</p> <ul style="list-style-type: none"> Asks to stand on a chair to reach a high shelf, and says it's safe because the chair is sturdy Suggests organizing a book drive after hearing about a fire at a nearby elementary school's library 	

Objective 1 Regulates own emotions and behaviors

c. Takes care of own needs appropriately

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<p>Indicates needs and wants; participates as adult attends to needs</p> <ul style="list-style-type: none"> • Cries to show discomfort, hunger, or tiredness • Opens mouth when food is offered • Raises knees to chest when on back for diaper changing • Pulls off own socks • Raises arms while being lifted out of buggy 	<p>Seeks to do things for self</p> <ul style="list-style-type: none"> • Asserts own needs by pointing, gesturing, or talking • Holds hands under faucet and waits for adult to turn on water • Tries to zip jacket but throws to ground in frustration • Attempts to clean up toys 	<p>Demonstrates confidence in meeting own needs</p> <ul style="list-style-type: none"> • Washes hands and uses towel to dry • Stays involved in activity of choice • Uses materials, utensils, and brushes appropriately • Takes off coat and hangs it up • Puts away toys • Volunteers to feed the fish 	<p>Takes responsibility for own well-being</p> <ul style="list-style-type: none"> • Completes chosen task • Waits turn to go down slide • Creates a "Do not touch" sign for construction • Tells why some foods are good for you • Takes care of personal belongings 	<p>Practices skills to reach desired level of personal achievement</p> <ul style="list-style-type: none"> • Says, "I'm going to practice riding my bike every day so I can ride with my big brother." • Re-ties shoes when first attempt results in laces that are too loose • Writes poetry both at school and at home, claiming, "The more I write, the better I get." 	<p>Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals</p> <ul style="list-style-type: none"> • After watching another child play basketball, says, "I'm not good at basketball. I'm better at soccer." • Completes self-assessment of math skills, checking off the ability to count by 2s, 5s, 10s, 20s, and 100s but not by 6s or 12s • Sets a goal for the amount of money to collect for the local animal shelter fundraiser and then solicits donations 						

Objective 2 Establishes and sustains positive relationships

b. Responds to emotional cues

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<p>Reacts to others' emotional expressions</p> <ul style="list-style-type: none"> • Cries when hears an adult use an angry tone of voice • Smiles and turns head to look at person laughing • Moves to adult while watching another child have a tantrum 		<p>Demonstrates concern about the feelings of others</p> <ul style="list-style-type: none"> • Brings a crying child's blanket to him • Hugs a child who fell down • Gets an adult to assist a child who needs help 		<p>Identifies basic emotional reactions of others and their causes accurately</p> <ul style="list-style-type: none"> • Says, "She's happy because her brother is here." "He's sad because his toy broke." • Matches a picture of a happy face with a child getting a present or a sad face with a picture of a child dropping the banana she was eating 		<p>Recognizes that others' feelings about a situation might be different from his own</p> <ul style="list-style-type: none"> • Says, "I like riding fast on the trike, but Tim doesn't." • Shows Meir a picture of a dinosaur but doesn't show it to Lucy because he remembers that she's afraid of dinosaurs 		<p>Recognizes that people can experience more than one emotion at the same time</p> <ul style="list-style-type: none"> • Talks about a book character who is excited and worried about going to a new school • Says, "When I broke my leg, I was really sad about it, but I was super excited to have everybody sign my cast!" • Says, "I think Brian is disappointed that he didn't get the role of the pirate in the play, but I think he's still happy about playing one of the shipmates." 		<p>Uses situational context and past experiences when interpreting another's feelings; gauges reactions of others to determine response</p> <ul style="list-style-type: none"> • Remembers that a friend prefers to be left alone when upset and waits to be approached before talking to her • When a classmate is embarrassed about not knowing the answer to a homework question, says discreetly, "I figured out the answer. Do you want me to tell you?" • Notices someone alone on the playground and invites her to play 	

Objective 2 Establishes and sustains positive relationships

c. Interacts with peers

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<p>Plays near other children; uses similar materials or actions</p> <ul style="list-style-type: none"> Sits next to child playing an instrument Imitates other children building with blocks Looks at other child's painting and chooses the same color 		<p>Uses successful strategies for entering groups</p> <ul style="list-style-type: none"> Watches what other children are doing for a few minutes and then contributes an idea Asks, "Can I run with you?" 		<p>Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <ul style="list-style-type: none"> Sees group pretending to ride a bus and says, "Let's go to the zoo on the bus." Enters easily into ongoing group play and plays cooperatively 		<p>Interacts cooperatively in groups of four or five children</p> <ul style="list-style-type: none"> Takes turns being "it" during tag game on the playground Invites multiple peers to join in play 		<p>Works with a group toward a shared goal; participates in group games with rules</p> <ul style="list-style-type: none"> As a member of a group, decides on a board game and compromises in order to make the game go smoothly On the playground, collects "treasure" and builds a snow fort around it, with a small group of children taking turns as guards, builders, and treasure seekers 		<p>Fluidly alternates between the roles of leader and follower in order to sustain play</p> <ul style="list-style-type: none"> When preparing for a soccer game, says, "I'm going to be the goalie," but later changes positions when a teammate asks to be the goalie Says, "You got to be the choreographer yesterday. I want a turn today." 	

Objective 2 Establishes and sustains positive relationships

d. Makes friends

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		<p>Seeks a preferred playmate; shows pleasure when seeing a friend</p> <ul style="list-style-type: none"> Leaves Library area to greet another child upon his arrival Seeks preferred child to sit next to at group time 		<p>Plays with one or two preferred playmates</p> <ul style="list-style-type: none"> Builds block tower with another child during choice time and then looks at books with same child later in the day Joins same two friends for several days to play a running game outside 		<p>Establishes a special friendship with one other child, but the friendship might only last a short while</p> <ul style="list-style-type: none"> Talks about having friends and what friends do together Seeks out particular friend for selected activities on a regular basis 		<p>Maintains friendships for several months or more; forms friendships around similar play interests</p> <ul style="list-style-type: none"> Finds her friend's favorite purple marker and gives it to her Works through a conflict and remains friends after a disagreement Chooses to play with a child who also likes to pretend he is a dragon 		<p>Forms friendships based on personal qualities</p> <ul style="list-style-type: none"> Says, "Teddy is my friend because he's really nice, and he's funny." Explains that a good friend is someone who is helpful and kind 		<p>Forms friendships based on mutual trust and assistance; understands that friendship can still exist when disagreements occur</p> <ul style="list-style-type: none"> Says, "Tai and I are friends because he doesn't tease me when I get upset. He doesn't let other kids tease me, either." Chooses to play alone after disagreeing with a friend, but seeks out that friend later in the day Says, "My friend, Kami, and I are going to sit next to each other in music, because she can help me count out my part, and I can help her read the notes." 	

Objective 3 Participates cooperatively and constructively in group situations

a. Balances needs and rights of self and others

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Responds appropriately to others' expressions of wants <ul style="list-style-type: none"> Gives another child a ball when asked Makes room on the sofa for a child who wants to look at the book with him 		Takes turns <ul style="list-style-type: none"> Waits behind another child at the water fountain Says, "It's your turn now; the timer is up." 		Initiates the sharing of materials in the classroom and outdoors <ul style="list-style-type: none"> Gives another child the gold marker to use but asks to use it again when the other child is done Invites another child to pull the wagon with her 		Cooperates and shares ideas and materials in socially acceptable ways <ul style="list-style-type: none"> Moves to make space for someone else to work at the table Pays attention to group discussions, values the ideas of others, and contributes own ideas in a respectful manner 		Completes cooperative projects with other children <ul style="list-style-type: none"> Says, "Let's split up the questions and take turns using the book to find the answers." Disagrees with another child by saying, "I don't think that's the right answer. Let's see if we can figure it out." Works with a partner to complete a project about Egypt by dividing the research and writing 		Accurately completes self-assessment of role in group work <ul style="list-style-type: none"> Says, "I didn't do as much work on this as Connor did. He worked really hard." Completes a written self-assessment after a group science project 	

b. Solves social problems

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Expresses feelings during a conflict <ul style="list-style-type: none"> Screams when another child touches his crackers Gets quiet and looks down when another child pushes her 		Seeks adult help to resolve social problems <ul style="list-style-type: none"> Goes to adult crying when someone takes the princess dress she wanted to wear Calls for the teacher when another child grabs the molding dough at the same time he does 		Suggests solutions to social problems <ul style="list-style-type: none"> Says, "You ride around the track one time, then I'll take a turn." Says, "Let's make a sign to keep people from kicking our sand castle like we did in the Block area." Asks teacher to make a waiting list to use the new toy 		Resolves social problems through basic negotiation and compromise <ul style="list-style-type: none"> Says, "If I let you use the ruler, will you let me use the hole-punch?" Responds, "Hey, I know! You two can be the drivers to deliver the pizza." 		Seeks conflict resolutions based on interest in maintaining the relationship in the future <ul style="list-style-type: none"> Says, "I'll let you keep the best bracelet I made today in art since you gave me my favorite swing on the playground." Says, "Maybe we should play a different game for now because I told Henry and Myra we wouldn't start playing tag until they are ready. I don't want them to be mad at me." 		Considers multiple viewpoints when solving conflicts <ul style="list-style-type: none"> Thinks about each person's feelings and wants when solving a problem Asks friend to explain his viewpoint before sharing a solution 	

Objective 4 Demonstrates traveling skills

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	
	<p>Moves to explore immediate environment</p> <ul style="list-style-type: none"> Rolls over several times to get toy Crawls Cruises Takes a few steps Takes steps, pushing a push-toy or chair Moves from crawling to sitting and back again 	<p>Experiments with different ways of moving</p> <ul style="list-style-type: none"> Walks across room Uses a hurried walk Walks backwards Pushes riding toy with feet while steering Uses a walker to get to the table Marches around room 	<p>Moves purposefully from place to place with control</p> <ul style="list-style-type: none"> Runs Avoids obstacles and people while moving Starts and stops using wheelchair Walks up and down stairs alternating feet Climbs up and down on playground equipment Rides tricycle using pedals Gallops but not smoothly 	<p>Coordinates increasingly complex movements in play and games</p> <ul style="list-style-type: none"> Runs smoothly and quickly, changes directions, stops and starts quickly Steers wheelchair into small playground spaces Jumps and spins Moves through obstacle course Gallops and skips with ease Plays "Follow the Leader," using a variety of traveling movements 	<p>Uses a variety of traveling movements, varying speed, pathways, and direction</p> <ul style="list-style-type: none"> Gallops quickly in a zigzag line Hops 15 feet in a straight line, both forward and backward Skips in a curved line around obstacles, e.g., cones Walks on two feet and two hands (bear crawl), traveling forward, backwards, and sideways 	<p>Coordinates multiple complex movements while traveling</p> <ul style="list-style-type: none"> Runs down the field with a partner, tossing a football back and forth Moves around the stage to perform a choreographed dance Runs while kicking a ball forward Walks forward while throwing and catching a ball Jogs forward while dribbling a ball with one hand 								
	Red bar		Orange bar		Yellow bar		Green bar		Blue bar		Purple bar		Pink bar	

Objective 5 Demonstrates balancing skills

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		<p>Balances while exploring immediate environment</p> <ul style="list-style-type: none"> Sits propped up Rocks back and forth on hands and knees Sits a while and plays with toys Sits and reaches for toys without falling 		<p>Experiments with different ways of balancing</p> <ul style="list-style-type: none"> Squats to pick up toys Stands on tiptoes to reach something Gets in and out of a chair Kneels while playing Straddles a taped line on the floor Sidesteps across beam or sandbox edge 		<p>Sustains balance during simple movement experiences</p> <ul style="list-style-type: none"> Walks forward along sandbox edge, watching feet Jumps off low step, landing on two feet Jumps over small objects Holds body upright while moving wheelchair forward 		<p>Sustains balance during complex movement experiences</p> <ul style="list-style-type: none"> Hops across the playground Hops on one foot then the other Walks across beam or sandbox edge forward and backwards Attempts to jump rope 		<p>Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses</p> <ul style="list-style-type: none"> Balances on different bases of support, e.g., two hands and one foot, one hand and one foot, elbow and knee Holds balances very still for 3 to 5 seconds Balances in different body shapes, e.g., round, narrow, wide Travels and stops in balanced positions Performs inverted balances, e.g., balances on head and two feet as base of support 		<p>Balances on apparatus with control and stability</p> <ul style="list-style-type: none"> Walks across beam, turns, and walks in different direction Walks across log on playground or other apparatus, jumps in air, lands, and continues walking Holds balance on apparatus for 3 to 5 seconds Moves in and out of different balances by stretching, curling, and twisting 		<p>Designs and performs movements that combine traveling and balance into a smooth, flowing sequence with intentional changes in direction and speed</p> <ul style="list-style-type: none"> Travels, stops, and holds a pose for 3 seconds, then continues to travel Creates a travel–balance sequence on different bases of support; sequence includes three balances with different bases and at least two different types of traveling movements Sets travel–balance sequence to music, matching music to movements Mirrors partner in following a travel–balance sequence 	

Objective 6 Demonstrates gross-motor manipulative skills

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	<p>Reaches, grasps, and releases objects</p> <ul style="list-style-type: none"> Reaches for object Pushes ball Drops objects Grasps a rolled ball or other object with two hands Bats or swipes at a toy 		<p>Manipulates balls or similar objects with stiff body movements</p> <ul style="list-style-type: none"> Carries a large ball while moving Flings a beanbag Throws a ball or other object by pushing it with both hands Catches a large, bounced ball against body with straight arms Kicks a stationary ball 	<p>Manipulates balls or similar objects with flexible body movements</p> <ul style="list-style-type: none"> Throws a ball or other object Traps thrown ball against body Tosses beanbag into basket Strikes a balloon with large paddle Kicks ball forward by stepping or running up to it 	<p>Manipulates balls or similar objects with a full range of motion</p> <ul style="list-style-type: none"> Steps forward to throw ball and follows through Catches large ball with both hands Strikes stationary ball Bounces and catches ball Kicks moving ball while running 	<p>Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy</p> <ul style="list-style-type: none"> Catches ball at different levels and places around the body Watches ball, reaches for it, and pulls it in to complete catch Kicks for accuracy at target with varying degrees of force Throws at moving target, e.g., partner Throws and catches ball over net with partner Keeps eyes on ball, watching it into the hands 	<p>Manipulates balls or similar objects with accuracy, fluidity, and control</p> <ul style="list-style-type: none"> Contacts ball with foot directly behind center while dribbling around cones Kicks ball back and forth with partner while traveling Punts (drop kicks) ball below center to send it upward and forward, watching ball until it contacts foot Strikes beach ball to partner over low net using hand Dribbles ball continuously, switching hands Dribbles while traveling and looking up 	<p>Manipulates and controls balls or similar objects with rackets, paddles, bats, and other long-handled implements, e.g., golf club, hockey stick, lacrosse stick</p> <ul style="list-style-type: none"> Strikes ball with paddle, controlling the ball's direction, force, and pathway Tosses ball to self and strikes it with bat While traveling, stops and controls ball with hockey stick Uses sidearm swinging motion to strike ball forehand or backhand 								

Objective 7 Demonstrates fine-motor strength and coordination

a. Uses fingers and hands

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	
	<p>Reaches for, touches, and holds objects purposefully</p> <ul style="list-style-type: none"> Bats or swipes at a toy Transfers objects from one hand to another Releases objects voluntarily Rakes and scoops objects to pick them up Picks up food with fingers and puts in mouth Bangs two blocks together Crumples paper 		<p>Uses fingers and whole-arm movements to manipulate and explore objects</p> <ul style="list-style-type: none"> Places shape in shape sorter Points at objects and pokes bubbles Releases objects into containers Uses spoon and sometimes fork to feed self Dumps sand into containers Unbuttons large buttons Rotates knobs Tears paper 	<p>Uses refined wrist and finger movements</p> <ul style="list-style-type: none"> Squeezes and releases tongs, turkey baster, squirt toy Snips with scissors Strings large beads Pours water into containers Pounds, pokes, squeezes, rolls clay Buttons, zips, buckles, laces Uses hand motions for "Itsy Bitsy Spider" Turns knobs to open doors Uses eating utensils Sews lacing cards Cuts along straight line 	<p>Uses small, precise finger and hand movements</p> <ul style="list-style-type: none"> Uses correct scissors grip Attempts to tie shoes Pushes specific keys on a keyboard Arranges small pegs in pegboard Strings small beads Cuts out simple pictures and shapes, using other hand to move paper Cuts food Builds a structure using small plastic building bricks 	<p>Uses smooth finger and hand movements</p> <ul style="list-style-type: none"> Stays within the lines while following a maze Outlines/traces shapes using smooth, even strokes Pours liquid during science experiment into small opening without spilling 	<p>Manipulates grade-appropriate tools and intricate materials with control and precision</p> <ul style="list-style-type: none"> Cuts complex pictures and shapes, leaving edges smooth Folds paper to make an origami creature Uses tiny pieces to make a detailed miniature world for a social studies project Uses keyboarding skills to compose a short story on the computer 							
	Red		Orange		Yellow		Green		Blue		Purple		Pink	

b. Uses writing and drawing tools

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
	<p>Grasps drawing and writing tools, jabbing at paper</p>		<p>Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>	<p>Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>	<p>Uses three-point finger grip and efficient hand placement when writing and drawing</p>	<p>Demonstrates control and appropriate pressure when using writing and drawing tools; writes legibly</p>	<p>Moves writing or drawing utensils fluidly across the page with increasing speed and accuracy; produces letters and number symbols having accurate formation, size, proportion, slant, and spacing; may use cursive writing</p>						
	Red	Orange		Yellow		Green		Blue		Purple		Pink	

Objective 8 Listens to and understands increasingly complex language

a. Comprehends language

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Shows an interest in the speech of others</p> <ul style="list-style-type: none"> • Turns head toward people who are talking • Recognizes familiar voice before the adult enters the room • Looks at favorite toy when adult labels and points to it • Responds to own name 	<p>Identifies familiar people, animals, and objects when prompted</p> <ul style="list-style-type: none"> • Picks up cup when asked, "Where's your cup?" • Goes to sink when told to wash hands • Touches body parts while singing "Head, Shoulders, Knees, and Toes" 	<p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <ul style="list-style-type: none"> • Finds his favorite illustration in a storybook when asked • Listens to friend tell about cut finger and then goes to the Dramatic Play area to get a Band-Aid" • Responds using gestures to compare the sizes of the three leaves 	<p>Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p> <ul style="list-style-type: none"> • Answers appropriately when asked, "How do you think the car would move if it had square wheels?" • Builds on classmates' ideas about how to fix a broken wagon and asks questions in order to better understand plans • Acts out the life cycle of a butterfly after the teacher reads a story about it and demonstrates <i>sip</i>, <i>drink</i>, and <i>slurp</i> to show how a butterfly eats • Plays a "hot, cold" game by giving and following directions with the words <i>hot</i> and <i>cold</i> 	<p>Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p> <ul style="list-style-type: none"> • Watches a webcast of a famous speech and then asks questions about the content during class discussion • Listens to a classmate describe a fossil he found; asks and answers questions about the fossil in a follow-up conversation • Listens to another child explain why she used so many colors in her painting and says to the art teacher, "This one has so many colors. Mine looks kind of plain, but I can add some more paint to make it look exciting." 	<p>Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p> <ul style="list-style-type: none"> • Following a discussion of the weather, writes a story with a classmate, and says, "Since it's a sunny day, we should write that the sun is <i>dazzling</i>." • Listens to a tour guide explain a mural on a city building and asks questions about some of the images and the issues they represent; later, shares the ideas in the mural with a peer 	<p>Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might</i>, <i>must</i>, <i>will</i>)</p> <ul style="list-style-type: none"> • After watching a video, answers questions concerning the main idea about how robots are used and offers supporting details; asks questions about robots during discussion and elaborates on others' understanding of the topic • When listening to a classmate read, comments that the phrase <i>had a ball</i> means they had a great time • After listening to the teacher read a mystery, says, "I suspected the mailman committed the crime, but Luis believed it was the lifeguard." 								

Objective 9 Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Vocalizes and gestures to communicate</p> <ul style="list-style-type: none"> • Coos and squeals when happy • Cries after trying several times to get toy just out of reach • Waves hands in front of face to push away spoon during a feeding • Uses hand gestures to sign or indicate "more" 	<p>Names familiar people, animals, and objects</p> <ul style="list-style-type: none"> • Says, "Nana," when grandmother comes into the room • Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm 	<p>Describes and tells the use of many familiar items</p> <ul style="list-style-type: none"> • When making pancakes, says, "Here is the beater. Let me beat the egg with it." • Responds, "We used the big, red umbrella so we both could get under it." 	<p>Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words</p> <ul style="list-style-type: none"> • Uses a communication device to say, "My bird went to the vet. He has a disease. He's losing his feathers." Answers more questions about the bird when asked • After hearing the word in a story, says, "I'm not sure I can put it together. It's <i>complicated</i>. What do you think?" • When waiting in line during a jump rope activity, says, "That's funny. We're waiting for our <i>turn</i> to <i>turn</i> the rope." 	<p>Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</p> <ul style="list-style-type: none"> • Describes to the teacher how to play the game he learned in speech class earlier that day • Takes a new student to the listening center and shows him how to use the equipment; explains the procedure for signing in 	<p>Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p> <ul style="list-style-type: none"> • Changes the sentence from "The cat was sleeping" to "The gigantic, orange cat was lazily sleeping on the windowsill." • When recounting an event, includes details that help the listener visualize the experience 	<p>Incorporates new grade-appropriate words (acquired through texts and conversations); uses conversational and academic words and phrases; correctly uses abstract nouns</p> <ul style="list-style-type: none"> • Says, "I went to my sister's dance recital. She was really nervous, so I gave her lots of <i>encouragement</i>." • Gives a persuasive speech about the arts in school after reading a news story that presented two sides of the argument • Writes a poem, and then uses a thesaurus to revise word choice and enhance meaning 								
	Red bar			Orange bar			Yellow bar			Green bar			Blue bar		

Objective 9 Uses language to express thoughts and needs

b. Speaks clearly

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Babbles strings of single consonant sounds and combines sounds</p> <ul style="list-style-type: none"> Says, "M-m-m;" "D-d-d." Says, "Ba-ba-ba." Babbles with sentence-like intonation 		<p>Uses some words and word-like sounds and is understood by most familiar people</p> <ul style="list-style-type: none"> Refers to grandma as "Gum-gum" Asks, "Where bankit?" and a friend brings his blanket to him Says, "No go!" to indicate she doesn't want to go inside 	<p>Is understood by most people; may mispronounce new, long, or unusual words</p> <ul style="list-style-type: none"> Says, "I saw ants and a hoppergrass" (grasshopper) Speaks so is understood by the school visitor 	<p>Pronounces multisyllabic or unusual words correctly; speaks audibly</p> <ul style="list-style-type: none"> Says, "Oh, that one has layers, it's a <i>sedimentary</i> rock." Says, "What does <i>ostracize</i> mean?" after hearing the word read in <i>Abiyoyo</i> Shares a personal story with classmates during lunch and is clearly heard and understood 	<p>Adjusts volume and rate of speech in order to be clearly understood when speaking to individuals and groups</p> <ul style="list-style-type: none"> Raises volume of voice when sharing an opinion with the group When asked to speak more slowly, pauses and restates idea at a slower pace 	<p>Speaks clearly when giving a lengthy description of an event or personal experience to an individual or group; adapts word choices to be appropriate to the audience</p> <ul style="list-style-type: none"> Is easily heard and understood by classmates when describing a recent family celebration Describes each part of a habitat collage to a teacher, and then gives a simpler description to a visiting preschool child 	<p>Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group</p> <ul style="list-style-type: none"> During a presentation based on a biography of Bill Peet, engages audience by speaking clearly, loudly, and with inflection Uses software to create an audiobook by fluently reading a story or poem 							

Objective 9 Uses language to express thoughts and needs

c. Uses conventional grammar

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Uses one- or two-word sentences or phrases</p> <ul style="list-style-type: none"> Asks, "More?" Says, "Daddy go." Uses one word, "Juice," to mean, "I want some juice." 		<p>Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> <ul style="list-style-type: none"> Says, "Bed no go." Says, "Daddy goed to work." Responds, "I want banana," when asked what she wants for snack 		<p>Uses complete, four- to six-word sentences</p> <ul style="list-style-type: none"> Says, "I chose two books." Says, "We are going to the zoo." Says, "Momma came and we went home." 		<p>Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p> <ul style="list-style-type: none"> During class discussion about an upcoming field trip, says, "We are going to the zoo to see the animals. We'll learn where they live and what they eat." Notifies when sentences do not make sense; tries to correct them 		<p>Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p> <ul style="list-style-type: none"> Draws a picture and says, "This is what my bike looks like. My sister Julia and I ride our bikes after school every day. Julia's bike is red with blue stripes! My brother only rides his sometimes because he plays baseball, too." Demonstrates an action word and gives the past, present, and future tense when prompted When prompted, circles the root word in <i>baked</i>, <i>trying</i>, and <i>sees</i> 		<p>Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p> <ul style="list-style-type: none"> Says, "I told the dentist that I floss and brush my teeth by myself very carefully. She let me choose a bunch of pretty stickers from the sticker bin." Cuts and separates the words from a sentence strip and creates a new sentence 		<p>Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject/verb and pronoun/antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English</p> <ul style="list-style-type: none"> Says, "I like the water fountain in the cafeteria. It has really cold water. The other fountains at school aren't as good." Says, "I'm so much taller than my younger sister. It makes sense, though, since she's had the least amount of time to grow." When given the verb <i>sing</i>, is able to produce the phrases, "I sing," "I sang," and "I sung." Says, "When I wrote a letter to Louis Sachar, I started with, 'Dear Mr. Sachar,' but if I'm walking up to someone, I just say, 'Hello.'" 		

Objective 9 Uses language to express thoughts and needs

d. Tells about another time or place

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
	<p>Makes simple statements about recent events and familiar people and objects that are not present</p> <ul style="list-style-type: none"> Says, "Got shoes." Hears helicopter, stops and says, "copter." Tells, "Gran lives far away." 	<p>Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p> <ul style="list-style-type: none"> Dictates a simple story with few connections between characters and events Says, "I've got new shoes. I went to the shoe store." 	<p>Tells stories about other times and places that have a logical order and that include major details</p> <ul style="list-style-type: none"> Tells about past experiences, reporting the major events in a logical sequence Says, "I went to the shoe store with Gran. I got two pairs of new shoes." 	<p>Tells elaborate stories that refer to other times and places</p> <ul style="list-style-type: none"> Dictates an elaborate story of a recent visit to the bakery, including details of who, what, when, why, and how Tells many details as he acts out a recent trip to the shoe store 	<p>Tells stories with clear sequence of events, including a climax and resolution</p> <ul style="list-style-type: none"> Tells teacher about a bird's nest and eggs found at home in an outdoor bucket; includes details about how the nest was found, what happened when the mother bird returned, and how her family moved the bucket to keep the birds safe When recalling a football game, gives details about first- and second-half scores as well as events that took place late in the game 	<p>Accurately and thoroughly retells previously heard stories or information</p> <ul style="list-style-type: none"> After hearing a storyteller on a field trip, retells the story to a younger sibling with accuracy Listens to a webcast of Robert Munsch telling a story from his childhood, and then shares the story including humorous elements 							

Objective 10 Uses appropriate conversational and other communication skills

a. Engages in conversations

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Engages in simple back-and-forth exchanges with others</p> <ul style="list-style-type: none"> • Coos at adult who says, "Sweet Jeremy is talking." He coos again, and adult imitates the sounds • Shakes head for <i>no</i>; waves bye-bye • Joins in games such as pat-a-cake and peekaboo 		<p>Initiates and attends to brief conversations</p> <ul style="list-style-type: none"> • Says, "Doggy." Teacher responds, "You see a doggy." Child says, "Doggy woof." • Asks teacher, "Home now?" Teacher responds, "Yes, I'm leaving to go home." • Looks at teacher and points to picture of car. Teacher responds, "No, I'm going to walk home." 		<p>Engages in conversations of at least three exchanges</p> <ul style="list-style-type: none"> • Stays on topic during conversations • Maintains the conversation by repeating what the other person says or by asking questions 		<p>Engages in complex, lengthy conversations of five or more exchanges</p> <ul style="list-style-type: none"> • Offers interesting comments with communication device • Extends conversation by moving gradually from one topic to a related topic 		<p>Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions</p> <ul style="list-style-type: none"> • Stays on topic during conversation with another child about weekend plans • Asks questions about how a proboscis works during a small-group conversation about butterflies; offers an explanation to a classmate about how butterflies eat 		<p>Connects others' ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions</p> <ul style="list-style-type: none"> • When talking with two friends, says, "I saw that movie, too. What was your favorite part? Oh, that was Paolo's favorite! Mine was the part with the spaceship." • During class discussion about <i>My Father's Dragon</i>, asks, "Has the author written any other books?" 		<p>Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation</p> <ul style="list-style-type: none"> • Continues discussion about moon cycles by sharing previously-read information • During science fair, explains to observer how soil helps plants grow; explains lessons learned while completing the experiment 		

Objective 10 Uses appropriate conversational and other communication skills

b. Uses social rules of language

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Responds to speech by looking toward the speaker; watches for signs of being understood when communicating</p> <ul style="list-style-type: none"> Hears siren and goes to adult pointing, "Fire truck." Looks at adult and says, "Ball", repeatedly until adult says, "Ball. You want the ball?" 	<p>Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p> <ul style="list-style-type: none"> Pays attention to speaker during conversation Pauses after asking a question to wait for a response Says "please" and "thank you" with occasional prompting 	<p>Uses acceptable language and basic social rules while communicating with others; may need reminders</p> <ul style="list-style-type: none"> Takes turns in conversations but may interrupt or direct talk back to self Regulates volume of voice when reminded 	<p>Uses acceptable language and basic social rules during communication with others</p> <ul style="list-style-type: none"> Uses a softer voice when talking with peers in the library and a louder voice on the playground Says, "Hello," back to the museum curator on a trip 	<p>Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions)</p> <ul style="list-style-type: none"> Remembers to say "excuse me" when interrupting two teachers who are talking Waits for turn to speak during group discussion 	<p>Enters discussions in respectful ways (e.g., says, "Excuse me," waits, and signals for a chance to speak); identifies the difference between formal and informal English</p> <ul style="list-style-type: none"> During group work, listens to ideas of others without speaking over them When listening to a speaker, waits for appropriate moment to ask question, raises hand and says, "Excuse me. I have a question." Understands the difference between the way she greets the principal each morning and the way she greets her classmates 	<p>Engages politely in conversations in which both speakers present and listen to arguments respectfully</p> <ul style="list-style-type: none"> During a disagreement, listens to other child's viewpoint without interrupting Invites a classmate to offer an idea about a group project 								

Objective 11 Demonstrates positive approaches to learning

a. Attends and engages

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	<p>Pays attention to sights and sounds</p> <ul style="list-style-type: none"> • Watches the teacher walk across the room • Turns head toward sound of mother's voice 		<p>Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <ul style="list-style-type: none"> • Takes small blocks from adult and continues to drop them into a container • Continues ring stacking when the teacher says, "You're putting the biggest ones on first." • Continues the play about going to a restaurant after the teacher offers a menu 		<p>Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <ul style="list-style-type: none"> • Makes relevant contributions to group discussion about class pet • Focuses on making a sign for a building while others are rolling cars down a ramp nearby 		<p>Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions</p> <ul style="list-style-type: none"> • Returns to block construction over several days, adding new features each time • Pauses to join in problem-solving discussion at adult's request, then returns to art project 		<p>Selectively focuses attention based on task difficulty and shifts attention toward teacher's goal; demonstrates concentrated effort</p> <ul style="list-style-type: none"> • Concentrates to sound out unknown words • Notices the loud construction work outside but focuses attention back to the task at hand when reminded by the teacher 		<p>Concentrates on tasks for extended periods but may become restless, especially during activities viewed as less interesting; repeatedly practices activities thought to be enjoyable</p> <ul style="list-style-type: none"> • Focuses attention as classmates read aloud • Attends at the beginning of the school program, but begins to wiggle as the program becomes less interesting • Plays a long board game until its conclusion • Practices playing kickball in order to improve skills 		<p>Directs attention based on previous performance and concentrates on activities that require additional study</p> <ul style="list-style-type: none"> • Looks up unfamiliar words that require more information for understanding • Begins doing math work first because that is the most difficult for him • Systematically scans reading material looking for key words 			
	Red bar		Orange bar		Yellow bar		Green bar		Blue bar		Purple bar		Pink bar		Grey bar	

Objective 11 Demonstrates positive approaches to learning

b. Persists

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
	<p>Repeats actions to obtain similar results</p> <ul style="list-style-type: none"> Repeatedly shakes a rattle to produce noise Hits a toy on a play gym accidentally; then waves arms to hit it again Puts objects in a wagon and then dumps them out over and over again 		<p>Practices an activity many times until successful</p> <ul style="list-style-type: none"> Stacks blocks again and again until tower no longer falls Uses shovel in many ways to fill small bucket with sand Chooses the same puzzle every day until he can insert each piece quickly and easily 		<p>Plans and pursues a variety of appropriately challenging tasks</p> <ul style="list-style-type: none"> Keeps looking through all of the magnetic letters for those that are in her name Works with others to learn how to use a new software program 		<p>Plans and pursues own goal until it is reached</p> <ul style="list-style-type: none"> Keeps building sand structure, trying multiple ways to get the bridge to hold Returns from lunch with a different idea about what to add to her story Reads own writing about autumn to small group, then makes changes based on questions from peers 		<p>Plans and completes grade-appropriate tasks and projects with minimal adult assistance</p> <ul style="list-style-type: none"> Works methodically to independently create a bridge from different types of materials Says, "I need to plan this out and do it right so it will look good when I give it to the teacher." After writing a paragraph about polar bear habitats, revisits the piece in order to correct spelling and punctuation errors and to evaluate word choice 		<p>Finishes long assignments and projects that last for days or weeks; may briefly give up on difficult tasks but returns to complete them</p> <ul style="list-style-type: none"> Works for several days gathering information and collecting and assembling materials to complete a diorama Becomes frustrated when trying to put together a complex puzzle, stops for a brief time, and then works with resolve until it is completed Creates a story outline before writing a mystery about a missing bicycle; later revises and edits story for content and writing mistakes 		

Objective 11 Demonstrates positive approaches to learning

c. Solves problems

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
	<p>Reacts to a problem; seeks to achieve a specific goal</p> <ul style="list-style-type: none"> • Grunts when cube gets stuck in shape sorter • Reaches for a toy that is just out of reach • Blows on warm cereal after seeing someone blow on cereal 		<p>Observes and imitates how other people solve problems; asks for a solution and uses it</p> <ul style="list-style-type: none"> • Seeks help opening a stuck cap; pulls one end as teacher pulls the other • Asks another child to hold his cup while he pours milk 	<p>Solves problems without having to try every possibility</p> <ul style="list-style-type: none"> • Looks at an assortment of pegs and selects the size that will fit in the hole • Tells another child, "Put the big block down first, or the tower will fall down." 	<p>Thinks problems through, considering several possibilities and analyzing results</p> <ul style="list-style-type: none"> • Considers new information before trying a strategy: "If I put this box on top, I can see if they are the same size." • Thinks about a book character's problem and suggests solutions • Thinks of different ways to hang a paper chain in the doorway and then tries the best idea 	<p>Solves a wide range of problems using a variety of strategies; attempts to solve problems independently before asking for assistance from adults or peers</p> <ul style="list-style-type: none"> • Uses a board as a lever to lift a heavy object • Makes a reasonable estimate of the answer to a math problem, thinks aloud, and then works backward to obtain the correct answer • Repeats an experiment several times to see if the results are the same 	<p>Plans, considers various alternatives, and combines skills and strategies needed to solve problems</p> <ul style="list-style-type: none"> • Makes alphabet tabs to help organize the books so they are easier to locate • Thinks through the process and then makes a list of the steps needed to conduct the experiment • Bargains and trades cards with a friend to get the ones needed for a collection 						

Objective 11 Demonstrates positive approaches to learning

d. Shows curiosity and motivation

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Uses senses to explore the immediate environment</p> <ul style="list-style-type: none"> • Turns in direction of a sound • Moves closer to touch an object • Shakes or bangs a toy to make it work 		<p>Explores and investigates ways to make something happen</p> <ul style="list-style-type: none"> • Enjoys taking things apart • Turns faucet on and off • Tilts a ramp to find out if a car will go down faster 		<p>Shows eagerness to learn about a variety of topics and ideas</p> <ul style="list-style-type: none"> • Seeks answers to questions about the storm • Shows interest in learning how the firefighter's clothes protect him 		<p>Uses a variety of resources to find answers to questions; participates in grade-appropriate research projects</p> <ul style="list-style-type: none"> • Locates informational book on insects to identify butterfly seen outside • Asks visiting musician clarifying questions about her instrument • Explores a number of Mercer Mayer books; works with others to write opinions about the books 		<p>Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p> <ul style="list-style-type: none"> • Shows excitement when the silkworms arrive and eagerly observes and documents changes over time • Requests that the music teacher help the class learn a new dance • Asks <i>What would happen if...?</i> questions when listening to an expert speak about nutrition 		<p>Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p> <ul style="list-style-type: none"> • Makes observational drawings of different cloud formations seen while on the play yard • Asks questions, looks for books in library, and seeks information from other sources after a family from Iceland moves in next door • Contributes to group writing project about the Amazon rainforest after reading multiple books on the subject 		<p>Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p> <ul style="list-style-type: none"> • Spends time taking apart discarded objects to see what is inside and how they work • Plans a research project after watching a video about how a potter creates his pottery and reading a book about Native American pottery • Participates in discussion about local volunteer opportunities after researching a community service project that distributes coats during winter 		

Objective 11 Demonstrates positive approaches to learning

e. Shows flexibility and inventiveness in thinking

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Imitates others in using objects in new and/or unanticipated ways</p> <ul style="list-style-type: none"> Notices another child reach a toy with the broom handle; then tries Imitates a friend, putting a basket on head to use as a hat 		<p>Uses creativity and imagination during play and routine tasks</p> <ul style="list-style-type: none"> Strings wooden beads into a necklace as part of dramatic play Uses a table, sheets, and towels to build a tent 	<p>Changes plans if a better idea is thought of or proposed</p> <ul style="list-style-type: none"> Accepts idea to use tape instead of glue to fix the tear Suggests building on a hard surface when structure keeps falling down 	<p>Thinks through possible long-term solutions and takes on more abstract challenges</p> <ul style="list-style-type: none"> Offers ideas about how to make the Block area larger for building Creates board game; thinks of how to play it from start to finish 			<p>Exhibits creative ways to complete tasks; uses own perspective when describing directions or rules</p> <ul style="list-style-type: none"> Begins with one art medium and then combines several different media to create a unique product Participates in a movement activity mirroring the leader rather than using the correct (left/right) hand 	<p>Accepts last-minute changes and requires less detailed instructions; experiments with invention</p> <ul style="list-style-type: none"> Assumes additional responsibility easily when a group member suddenly cannot complete his part of the project Looks at basic instructions on how to put together the airplane and completes it without help Experiments with different materials outdoors and "invents" a new type of snowshoe 	<p>Reverses thoughts mentally; understands directional perspectives other than his or her own</p> <ul style="list-style-type: none"> When solving a fraction problem, reverses mentally from the whole to parts and back to the whole Gives accurate left/right directions to another child using the viewpoint of the other child 					

Objective 12 Remembers and connects experiences

a. Recognizes and recalls

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <ul style="list-style-type: none"> Looks for food dropped from high chair Uncovers bear after adult covers it with a blanket Says or signs names of common objects when sees them 	<p>Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view</p> <ul style="list-style-type: none"> Looks for horse used a few months ago in bin of toy animals Identifies one or two objects taken away while playing "What's Missing?" Shows fear of a bee after having been stung 	<p>Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view</p> <ul style="list-style-type: none"> Looks for horse used a few months ago in bin of toy animals Identifies one or two objects taken away while playing "What's Missing?" Shows fear of a bee after having been stung 	<p>Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view</p> <ul style="list-style-type: none"> Identifies four objects taken away while playing "What's Missing?" Says, "We went to the baseball game. We sat way up high. We ate peanuts and drank lemonade. I really liked it a lot but my sister didn't." 	<p>Uses a few deliberate strategies to remember information</p> <ul style="list-style-type: none"> Creates an observational drawing of a fire truck and then refers to it later while building with blocks Tells the teacher, "I'm putting my book in my backpack so I'll remember to take it home." 	<p>Begins to use rehearsal strategies, but may need adult prompts/cues; is able to describe details of people, places, things, and events from memory</p> <ul style="list-style-type: none"> Repeats the message to the principal over and over after the teacher says, "You may repeat it quietly to yourself while you walk down the hall." Outlines the shape of the word as he says the word When talking about a nearby community center, includes details about the people who work there, the games they play, and the books and toys that are available 	<p>Uses rehearsal strategies spontaneously to remember information; uses awareness of routines to think ahead; remembers about five pieces of information at a time</p> <ul style="list-style-type: none"> Spells the words over and over until she has them memorized to use later as she writes her story Tells the group, "We need to be finished with our project before lunch because the Spanish teacher comes today and we won't have time in the afternoon to finish." Follows directions for a simple five-step science experiment Retells a Tomi DePaola story including relevant and descriptive details but omitting unnecessary parts of the story 	<p>Begins to use semantic grouping strategies to help remember, but may need adult cues or instruction on how to be efficient; recognizes inconsistencies and incompleteness of information</p> <ul style="list-style-type: none"> Tells his friend, "This is something we'll need to remember later to finish our work. I'll write it down where we have things about mammals." After reading science text, groups new words into previously known categories to help remember meanings States, "This paragraph doesn't make sense. They left out what the people eat and how they get and prepare their food." Reads a book about the Iditarod and determines which information to include in an oral report on the subject 							

Objective 12 Remembers and connects experiences

b. Makes connections

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Looks for familiar persons when they are named; relates objects to events</p> <ul style="list-style-type: none"> Turns head toward door when her teacher says, "Bethany, Mommy is here." Throws paper away when teacher says, "Please put this in the trash." 		<p>Remembers the sequence of personal routines and experiences with teacher support</p> <ul style="list-style-type: none"> Goes to attendance chart with parent upon arrival Gets a paper towel after teacher says, "What do we do next, after we wash our hands?" 	<p>Draws on everyday experiences and applies this knowledge to a similar situation</p> <ul style="list-style-type: none"> After hearing <i>A Chair for My Mother</i> read aloud says, "My Nana has a chair like the one Rosa and her family bought." Uses traffic-directing signals on the bike track after seeing a police officer demonstrate them Divides crayons into "fair share" groups after watching a teacher do it the day before 	<p>Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> <ul style="list-style-type: none"> Proposes a one-way sign for entering and exiting the cubby area after a neighborhood walk where children discussed one-way street signs Tallies friends' favorite ice cream flavors after learning how to make tally marks to count how many people wear shoes with buckles 	<p>Connects the past with the present using general time estimates between events; connects time with specific daily events and salient events with the months and seasons</p> <ul style="list-style-type: none"> Places his first birthday, learning to ride a tricycle, going to kindergarten, and attending first grade in the correct sequence on the timeline Says, "My birthday is in the spring, in April. Sometimes it's cool on my birthday and sometimes it's kind of warm." Says, "We always have music in the afternoon, except on Wednesdays, and then we have music in the morning." 	<p>Provides general descriptions of events to occur in the future; links material learned previously and in other contexts</p> <ul style="list-style-type: none"> Tells about the major family events planned for the summer Says, "We won't do that again for five more days." During a class discussion of Mars, shares information learned from a book and from a guest speaker 	<p>Associates people and events with the past, present, and future; begins to organize and compile information from multiple sources to create a useful document connecting events</p> <ul style="list-style-type: none"> Completes a timeline of transportation in the past, present, and future Says, "Remember Samson? He was in second grade with us." Writes a short report on past and present life in the local community using information from books, photographs, maps, videos, web sites, and interviews 							

Objective 13 Uses classification skills

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
	<p>Matches similar objects</p> <ul style="list-style-type: none"> • Puts one sock with another sock • Gathers all the vehicles from a shelf • Picks out and eats only the animal crackers • Puts only blue pegs in pegboard; leaves red and yellow pegs to the side 		<p>Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <ul style="list-style-type: none"> • Puts all the red beads together and all the blue beads together • Pulls out all the trucks from the vehicle bin • Identifies fabric pieces as being scratchy or soft • Puts pictures into piles of babies, older children, and grown-ups 	<p>Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <ul style="list-style-type: none"> • Says, "These buttons are blue, and these are red"; then re-sorts buttons into big and little • Points to groups of animals and says, "These are zoo animals because they live at the zoo"; then sorts the zoo animals into those with stripes and those without stripes 	<p>Groups similar objects by more than one characteristic at the same time; switches sorting rules when asked and explains the reasons</p> <ul style="list-style-type: none"> • Organizes a sticker collection into groups and subgroups and explains why and how; then creates a new grouping when the teacher makes a suggestion • Creates four piles of shapes; big red triangles, small red triangles, big blue triangles, small blue triangles. Switches when asked to form two groups of all the big and small triangles 	<p>Groups objects and words in multiple ways based on physical attributes, functions, and semantic or conceptual associations</p> <ul style="list-style-type: none"> • Before putting the art tools away, sorts them into different categories based on their function • Defines <i>market</i> as a place where people go to buy things such as food or clothes. • When asked to create sorting rule for list of spelling words, creates two lists: words that end in <i>ack</i> and words that end in <i>ick</i> 	<p>Forms simple hierarchical classifications</p> <ul style="list-style-type: none"> • Completes a hierarchical classification chart of Mammals: Zoo Animals (Large and Small) and Farm Animals (Large and Small) by placing animal pictures in the appropriate categories and subcategories or by writing animal names in the appropriate categories and subcategories • Arranges sports trading cards into the global category based on type of sport (baseball and football) and then into subcategories (position played in each sport) 						

Objective 14 Uses symbols and images to represent something not present

a. Thinks symbolically

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
	<p>Recognizes people, objects, and animals in pictures or photographs</p> <ul style="list-style-type: none"> Touches the cow in the illustration when an adult reads, "And the cow jumped...." Points to photograph and says, "Mommy." Identifies a duck in a variety of different photos and illustrations 		<p>Draws or constructs, and then identifies what it is</p> <ul style="list-style-type: none"> Draws various shapes and says, "This is my house." Glues red yarn on paper and says, "I made spaghetti." 		<p>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <ul style="list-style-type: none"> Sees a dump truck outside and plans how to draw it Says, "Let's pretend to be seeds growing like in the book." 		<p>Represents objects, places, and ideas with increasingly abstract symbols</p> <ul style="list-style-type: none"> Makes tally marks Makes and interprets graphs with teacher's help Attempts to write words to label a picture 		<p>Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference</p> <ul style="list-style-type: none"> Makes detailed drawings, writings, and notations, and engages in complex discussions reflecting on a trip to the computer store Solves a math problem several different ways (pictures, numbers, written sentences) Asks questions and then explains her thinking back to the teacher Solves a simple word problem comparing two amounts without relying on manipulatives 		<p>Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on her work</p> <ul style="list-style-type: none"> Reasons that if one object (A) weighs more than a second object (B), and B weighs more than a third object (C), then A must weigh more than C Mentally organizes symbolic concepts (e.g., thirty-seven, 37, 37 pounds, 37 years of age, 37 points scored, the 37th in line) Uses simple map icons to locate and represent landmarks and/or people (e.g., airplane shape for airport, open circle for cities, colored lines for rivers) 		

Objective 14 Uses symbols and images to represent something not present

b. Engages in sociodramatic play

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Imitates actions of others during play; uses real objects as props</p> <ul style="list-style-type: none"> • Holds a toy phone to ear • Wraps a blanket around a doll and then rocks it 		<p>Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <ul style="list-style-type: none"> • Puts beads in a muffin tin, places tin in oven, and asks, "Who wants some cupcakes?" • Uses a short rope as a fire hose • Pretends to be the birthday boy at the party and blows out the candles on the pegboard "cake" after others sing "Happy Birthday" 	<p>Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <ul style="list-style-type: none"> • Pretends to be the bus driver, and tells the other children, "You can be the passengers. Give me your tickets, and I will give you change." 	<p>Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days</p> <ul style="list-style-type: none"> • Joins in elaborate play about taking a dog to the veterinarian, assigning roles, switching roles, creating props, and returning to the play day after day 	<p>Creates rich dialogue, props, costumes, scenery, and sound effects to support role-play</p> <ul style="list-style-type: none"> • Role-plays characters who have moral dilemmas and story lines with organized plots • Creates masks, scenery, and sound effects that convey an ominous feeling to use during an enactment of <i>Jack and the Beanstalk</i> 	<p>Composes a complex play and uses body, voice, and/or technology to communicate characters' personal thoughts, feelings, actions, and sounds; uses symbolic play themes or props to create games with rules</p> <ul style="list-style-type: none"> • Records thunder, drum beats, and clapping to use as sound effects in a dramatization • Evolves playing "store" into playing a "money bags" game with mutually agreed upon rules 	<p>Acts out real-life (including social issues) and fanciful scenarios through improvised and planned dramatic play and performances; manages and directs play during student-created dramatizations</p> <ul style="list-style-type: none"> • Creates and directs a performance (skit, puppet show, or story dramatization with make-up and disguise) for the kindergarten class • Improvises a pantomime skit and asks friends to describe what it is about 							

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

a. Notices and discriminates rhyme

Not Yet	1	2	3	4	5	6	7	8	9	10	11
		<p>Joins in rhyming songs and games</p> <ul style="list-style-type: none"> Hums along and joins in random words in rhyme Sings with a group, "One, two, buckle my shoe..." 		<p>Fills in the missing rhyming word; generates rhyming words spontaneously</p> <ul style="list-style-type: none"> Completes the rhyme in the phrase, "The fat cat sat on the ___ (mat)." Chants spontaneously, "Me, fee, kee, tee, lee, bee." 		<p>Decides whether two words rhyme</p> <ul style="list-style-type: none"> "Do <i>bear</i> and <i>chair</i> rhyme? What about <i>bear</i> and <i>goat</i>?" Matches rhyming picture cards 		<p>Generates a group of rhyming words when given a word</p> <ul style="list-style-type: none"> Says, "Bat, sat, lat," when asked, "What words rhyme with <i>cat</i>?" 		<p>Generates rhyming words without a prompt word; identifies rhyming words in written text; uses rhyme to decode text</p> <ul style="list-style-type: none"> Makes the word <i>bat</i> with the plastic alphabet letters and then changes the first letter to create the words <i>cat</i>, <i>hat</i>, <i>mat</i>; reads each one and says, "I made a lot of rhyming words." Identifies all the rhyming words after reading a simple story told in rhyme 	

b. Notices and discriminates alliteration

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Sings songs and recites rhymes and refrains with repeating initial sounds</p> <ul style="list-style-type: none"> Sings, "I'm bringing home a baby bumble bee..." 		<p>Shows awareness that some words begin the same way</p> <ul style="list-style-type: none"> Says, "<i>Max</i> and <i>Maya</i>...our names start the same!" 		<p>Matches beginning sounds of some words</p> <ul style="list-style-type: none"> Groups objects or pictures that begin with the same sound Picks up a toy bear when asked, "What begins the same way as <i>box</i>, <i>baby</i>, and <i>bike</i>?" 		<p>Isolates and identifies the beginning sound of a word</p> <ul style="list-style-type: none"> Says, "/m-m-m/," when asked "What is the first sound of the word <i>milk</i>?" Responds, "/t/," after being asked, "What's the beginning sound of <i>toy</i>, <i>toe</i>, and <i>teeth</i>?" 	

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

c. Notices and discriminates discrete units of sound

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Shows awareness of separate words in sentences</p> <ul style="list-style-type: none"> Joins in clapping each word while chanting, "I like ice cream." Jumps upon hearing a specified word in a story 		<p>Shows awareness of separate syllables in words</p> <ul style="list-style-type: none"> Claps each syllable of name, <i>Tri-na</i> and <i>Chris-to-pher</i> and counts the syllables in each Puts together <i>pen</i> and <i>cil</i> to say <i>pencil</i> Puts together <i>foot</i> and <i>ball</i> to say <i>football</i> 	<p>Verbally blends and separates onset and rime in one-syllable words</p> <ul style="list-style-type: none"> Says, /c/ake, and /r/ake when the teacher says "cake" and "rake." Points to Mick and Jill when the teacher plays a game and asks, "Where is _ick? Where is _ill?" 	<p>Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; reads common high-frequency sight words</p> <ul style="list-style-type: none"> Claps each phoneme of <i>hat</i>: /h/ /a/ /t/ Says, "Hat," after hearing /h/ /a/ /t/; changes the middle sound to make /h/ /o/ /t/ Accurately reads <i>you, here, my, are,</i> and <i>sad</i> in <i>My Friend Is Sad</i> 	<p>Distinguishes short from long vowel sounds in one-syllable words; reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p> <ul style="list-style-type: none"> While playing a "stand up, sit down" game, correctly stands for long vowel sounds in words and sits for short vowel sounds Recognizes <i>said,</i> <i>does,</i> and <i>were</i> Breaks the word <i>her</i> into parts as he says, "/h/er/"; says /ch/e/s/t/ for the word <i>chest</i> 	<p>Reads grade-appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words</p> <ul style="list-style-type: none"> Reads words such as <i>great, eight, sound,</i> and <i>would</i> without pausing to sound them out Says, "I think this word is <i>brother</i> because it looks like <i>mother</i>." 	<p>Reads grade-appropriate irregularly spelled words</p> <ul style="list-style-type: none"> Reads words such as <i>doesn't, young,</i> and <i>straight</i> without pausing to sound them out Recognizes <i>fountain</i> because it has a similar spelling to the known word <i>mountain</i> 							

Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition

d. Applies phonics concepts and knowledge of word structure to decode text

Not Yet	1	2	3	4	5	6	7	8	9	10	11
	<p>Shows understanding that a specific sequence of letters represents a spoken word</p> <ul style="list-style-type: none"> Says, "You have to put the letters in the right order when you write my name." Says, "I made an invitation. Can you please write the letters to spell the word party?" Writes <i>cts</i> to represent the word <i>cats</i> 		<p>Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (short and long sounds); notices different letter sounds in similarly spelled words</p> <ul style="list-style-type: none"> Reads the words <i>map</i>, <i>egg</i>, and <i>fun</i> when told they have short vowel sounds Sounds out <i>pit</i> while reading and says, "This looks like <i>pat</i>, except <i>pat</i> has an /ă/ sound, not an /ɪ/ sound." Draws a picture for a friend and writes, "I luv yu." 	<p>Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings; breaks words into syllables based on the number of vowel sounds heard</p> <ul style="list-style-type: none"> Sounds out, /c/ /a/ /m/ /p/ and says, "Camp. When you add <i>ing</i>, the word is <i>camping</i>!" Sounds out <i>churn</i> and <i>chirp</i> using digraph knowledge Reads <i>rainbow</i> and says, "It has two syllables because I hear a long <i>a</i> and a long <i>o</i>." Says, "I know this word is <i>tape</i> not <i>tap</i> because the <i>e</i> on the end makes the vowel sound long." 	<p>Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</p> <ul style="list-style-type: none"> After learning about the prefix <i>un</i>, reads <i>undo</i>, <i>untie</i>, and <i>unhappy</i> Reads <i>playing</i>, <i>teams</i>, <i>flame</i>, and <i>hikes</i> using vowel teams When asked, student explains why the word <i>sunshine</i> has a short vowel in the first syllable and a long vowel in the second 	<p>Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions</p> <ul style="list-style-type: none"> Decodes words such as <i>bakery</i>, <i>familiar</i>, and <i>bottomless</i> Reads <i>can't</i>, <i>won't</i>, and <i>aren't</i> in the paragraph when the teacher asks her to find the contractions that mean <i>cannot</i>, <i>will not</i>, and <i>are not</i> After learning about the suffixes <i>-ish</i>, <i>-less</i>, and <i>-ly</i>, adds the words <i>brownish</i>, <i>motionless</i>, and <i>honestly</i> to the word wall 					

Objective 16 Demonstrates knowledge of the alphabet

a. Identifies and names letters

	Not Yet	1	2	3	4	5	6	7	8	9
			Recognizes and names a few letters in own name		Recognizes and names as many as 10 letters, especially those in own name		Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order		Identifies and names all upper- and lowercase letters when presented in random order	

b. Identifies letter–sound correspondences

	Not Yet	1	2	3	4	5	6	7	8	9
			Identifies the sounds of a few letters		Produces the correct sounds for 10–20 letters		Produces at least one correct sound for each letter in the alphabet		Produces short and long vowel sounds and most frequent sounds for each consonant	

Objective 17 Demonstrates knowledge of print and its uses

a. Uses and appreciates books and other texts

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Shows interest in books</p> <ul style="list-style-type: none"> Gazes at the pages of a book Brings book to adult to read 	<p>Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <ul style="list-style-type: none"> Hands teacher book and says, "Let's read <i>Corduroy!</i>" 	<p>Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p> <ul style="list-style-type: none"> Says, "I want to read this Dr. Seuss book today." Says, "Eric Carle wrote this book. He is the author." Selects a book in the library and talks to the librarian about the front and back cover; points out the title page when prompted 	<p>Uses various types of books for their intended purposes</p> <ul style="list-style-type: none"> Selects a nonfiction book about insects to identify the butterfly seen on the playground 	<p>Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</p> <ul style="list-style-type: none"> Selects a simple storybook to read when finished with an assignment Checks the glossary when teacher suggests using it to find out the meaning of <i>gill</i> while looking at a book about sharks Determines that a classmate's book is fiction because it has a talking dog. Says, "My library book is also about dogs, but it's nonfiction. The dogs don't talk." 	<p>Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p> <ul style="list-style-type: none"> Selects a book of jokes from the e-books menu to read so she can tell a joke to the teacher Independently checks the glossary to determine the meaning of a bolded word in science text During a class discussion of <i>James and the Giant Peach</i>, describes the basic story structure 	<p>Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p> <ul style="list-style-type: none"> Reads a grade-appropriate newspaper article about construction of a new recycling center Uses key words and follows hyperlinks when searching the Web for information related to a class project When writing about a poem he has read, uses the word <i>stanza</i> to refer to particular text 								

Objective 18 Comprehends and responds to books and other texts

a. Interacts during reading experiences, book conversations, and text reflections

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Contributes particular language from the book at the appropriate time</p> <ul style="list-style-type: none"> Says, "You're not big enough," when teacher pauses in <i>The Grouchy Ladybug</i> 		<p>Asks and answers questions about the text; refers to pictures</p> <ul style="list-style-type: none"> Responds, "He was mad. He threw his hat down." 	<p>Identifies story-related problems, events, and resolutions during conversations with an adult</p> <ul style="list-style-type: none"> When prompted, says, "George got put in jail. He ran out the open door and got out." 	<p>Engages in teacher-led reading activities using emergent reader books and other simple texts; focuses on major characters, events, and information; describes relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points</p> <ul style="list-style-type: none"> Shares the illustration of Camilla looking like a pill from <i>A Bad Case of Stripes</i> and talks about what happened and why it's funny Says to a friend, "In this book, Olivia needs help, but in the other book, she's helping someone else." Says, "I think the author drew the illustrations using bright colors because he's describing spring, when flowers bloom and the grass turns green." After reading a new version of <i>The Three Little Pigs</i>, makes props and retells the story incorporating the major details and differences between the new and older versions 	<p>Uses print and illustrations in first-grade-level texts to describe individuals, events, ideas, narration, connections, and information</p> <ul style="list-style-type: none"> Says, "I like roller coasters, so I'm like Junie in the book, not like her brother, who's afraid of roller coasters." Says, "The chart on page 10 shows us why it's good to recycle at school." Says, "The author likes winter time even though it is very cold. She says building a snowman is fun so we will like winter." Chooses a phrase from a poem and talks about the emotions it conveys 	<p>Uses second-grade-level texts to make comparisons and connections; identify the main focus/main points, ask and answer who, what, where, when, and how questions about key details; describe characters' points of view and responses to events; explain how words, phrases, or images/illustrations supply meaning</p> <ul style="list-style-type: none"> During Readers' Theater, reads aloud using different voices to reflect different settings, characters, and characters' emotions Discusses similarities and differences between/among versions of <i>Jack and the Beanstalk</i> that were written by authors from Iceland, Egypt, and Vietnam After reading a science selection, contributes to group writing of a step-by-step procedure for the science experiment 	<p>Uses third-grade-level texts to ask and answer questions referencing appropriate illustrations and specific text; makes comparisons between texts by the same author or on the same topic; explains how characters' actions contribute to events; differentiates own viewpoint with those in text</p> <ul style="list-style-type: none"> Discusses information about the moon's surface, atmosphere, and key events of the astronauts obtained from a website and from a science text Presents similarities and differences, referring to specific text and photos in the two sources Compares the settings of two <i>Boxcar Children</i> books by saying, "This story takes place in a candy factory, and this one happens at a baseball game." After reading a biography of Dr. Martin Luther King, Jr., creates a timeline of his life and related historical events After reading a book about the rainforest, answers questions about the author's reasons for and opinions about saving the rainforest 							

Objective 18 Comprehends and responds to books and other texts

b. Uses emergent reading skills







Not Yet	1	2	3	4	5	6	7	8	9
		Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues		Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult		Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation		Tries to match oral language to words on page; points to words as he reads	

c. Retells stories and recounts details from informational texts







Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Retells some events or information from a familiar story or other text with close adult prompting <ul style="list-style-type: none"> Says, "The pig builds a house from it," when the teacher asks, "What does the first little pig do with the straw?" Then says, "The wolf blows it down," when the teacher asks, "What does the wolf do to the house?" After hearing the teacher read <i>Sam Helps Recycle</i>, says, "Sam got in the car to go to the recycle place." 		Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts <ul style="list-style-type: none"> Retells the basic events of <i>The Three Little Pigs</i> using felt pieces on a felt board While recounting the story, looks at the photos in <i>Sam Helps Recycle</i> to remember the process of sorting bottles and cans 		Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate <ul style="list-style-type: none"> Retells <i>The Three Little Pigs</i>, starting with the pigs saying good-bye to their mother, remembering the correct order in which the pigs build their houses, and ending with the wolf climbing down the chimney and falling into the pot of hot water Retells <i>Sam Helps Recycle</i> by recounting the process of recycling from beginning to end 		Retells stories and recounts informational texts with many details about characters, events, ideas, and story lines <ul style="list-style-type: none"> Retells <i>The Three Little Pigs</i> and includes details about how the mother felt about her children leaving home, the pigs' personalities, and why building a house from bricks is better than building a house from straw or sticks 		Paraphrases grade-appropriate literature and informational texts and includes the major points and central message <ul style="list-style-type: none"> Reads and then retells a story in own words, including the important details about the setting, plot, events, and characters and their feelings Reads a simple informational book on dolphins and then explains how they hunt for food 		Summarizes the major points and central message in grade-appropriate literature and informational texts; makes interpretive comments about text <ul style="list-style-type: none"> Reads a multi-paragraph folktale and tells the main topic, what each paragraph is about, and the moral of the story Reports on reptiles after reading an informational book on the topic 		Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea <ul style="list-style-type: none"> Reads a biography on Abraham Lincoln and explains how what is read relates to historical events Explains the steps in an experiment after reading the instructions After reading <i>Lulu and the Brontosaurus</i>, talks about how Lulu changes after the brontosaurus makes her his pet and gives examples to show what Lulu learned about how to treat others 	

Objective 18 Comprehends and responds to books and other texts

d. Uses context clues to read and comprehend texts



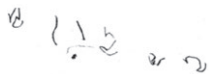

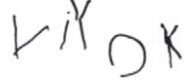
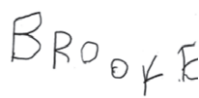
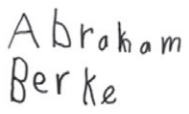
Not Yet	1	2	3	4	5	6	7	8	9
		<p>Uses different strategies to make meaning from print (determines patterns in text; uses known words; asks questions; sounds out words; uses frequently occurring affixes and inflections)</p> <ul style="list-style-type: none"> Looks at the illustrations before beginning reading and predicts what the passage will be about Notices the same phrases over and over again as she reads the repetitive text Reads the root word <i>big</i> in <i>bigger</i> and sounds out the rest of the word 		<p>Uses various strategies to make meaning when reading first-grade-level content (monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes)</p> <ul style="list-style-type: none"> Reads, "The dog <i>big</i>s for his food," and says, "That doesn't make sense." Looks carefully and rereads, "The dog <i>beg</i>s for his food." States, "Now it makes sense!" Asks for clarification of the word <i>hibernation</i> when reading a book about polar bears in order to understand the passage Says, "I think the horse will get away. I see the prefix <i>un</i> before the word <i>tied</i>. If the horse is untied, he is going to run when it storms." 		<p>Uses various strategies to make meaning when reading second-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds)</p> <ul style="list-style-type: none"> Rereads the preceding several sentences to infer the meaning of a new word Looks at additional information in a diagram when reading a passage about different types of exercise 		<p>Uses various strategies to make meaning when reading third-grade-level content (monitors for understanding; uses sentence-level clues; uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content)</p> <ul style="list-style-type: none"> Records specific questions to help guide his study of the science text Uses a dictionary to find the meaning of the word <i>cerebral</i> after reading it in a book about the brain While reading a story, says, "I think this means he might get into trouble about the way he is talking" after reading, "That boy is skating on thin ice." Reads a sentence over to get the meaning of a word 	
									

e. Reads fluently

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Reads and comprehends emergent reader texts and other print materials</p> <ul style="list-style-type: none"> Reads part of an emergent reader text proficiently, requesting teacher help with words not understood Reads the names of the children in the class from the teacher's attendance roster 		<p>Fluently reads and comprehends first-grade-level texts</p> <ul style="list-style-type: none"> Reads a simple text about sea turtles easily and with understanding on successive readings Reads and answers a simple word problem during math instruction 		<p>Fluently reads and comprehends second-grade-level texts</p> <ul style="list-style-type: none"> Uses a smooth, conversational style while reading a familiar e-book to friends Reads a school newspaper article about the proposed new playground 		<p>Fluently reads and comprehends third-grade-level texts</p> <ul style="list-style-type: none"> Reads a poem aloud, reflecting the mood portrayed in the selection Reads an informational book on inventors after independently reading a chapter storybook about the life of Thomas Edison 	
									

Objective 19 Demonstrates writing skills

a. Writes name

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
		<p>Makes scribbles or marks</p> <ul style="list-style-type: none"> Scribble writes deliberately Makes marks that appear to adults to be in random order 	<p>Makes controlled linear scribbles</p> <ul style="list-style-type: none"> Scribbles lines, circles, or zigzags in rows Often repeats action and forms 	<p>Writes mock letters or letter-like forms</p> <ul style="list-style-type: none"> Writes segments of letter forms, e.g., lines, curves May use too many segments to create a letter, e.g., five horizontal lines on the letter E May not orient letter segments correctly 	<p>Writes letter strings</p> <ul style="list-style-type: none"> Writes some letters correctly Writes letters in unconventional order 	<p>Writes partially accurate first name</p> <ul style="list-style-type: none"> Writes all the letters of own name, although some may not be sequenced correctly Writes all the letters of own name, but some of the letters are not formed or oriented correctly 	<p>Writes accurate first name</p> <ul style="list-style-type: none"> Writes all the letters of own name in the correct sequence, form, and orientation Uses uppercase or lowercase letters (or a combination of both) when writing name 	<p>Writes accurate first and last name</p>								
		 Carolyn	 Lilly	 Paula	 Emma	 Vicky	 Brooke	 Abraham								

Objective 19 Demonstrates writing skills

b. Writes to convey ideas and information

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	<p>Uses drawing, dictation, and scribbles or marks to convey a message</p> <ul style="list-style-type: none"> Scribble-writes deliberately Makes marks that appear to be in random order 	<p>Uses drawing, dictation, and controlled linear scribbles to convey a message</p> <ul style="list-style-type: none"> Scribbles lines, circles, or zigzags in rows Often repeats action and forms 	<p>Uses drawing, dictation, and mock letters or letter forms to convey a message</p> <ul style="list-style-type: none"> Writes segments of letter forms, e.g., lines, curves May use too many segments to create a letter, e.g., five horizontal lines on the letter E May not orient letter segments correctly 	<p>Uses drawing, dictation, and letter strings to convey a message</p> <ul style="list-style-type: none"> Writes strings of letters Writes some letters correctly Writes letters in unconventional order Begins to separate groups of letters with spaces May copy environmental print 	<p>Uses drawing, dictation, and early invented spelling to convey a message</p> <ul style="list-style-type: none"> Uses first letter of word to represent whole word Writes initial and/or final sounds of a word to represent the whole word <p><i>*Note: In Spanish, early invented spelling may consist primarily of vowels.</i></p>	<p>Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p> <ul style="list-style-type: none"> Writes a simple opinion piece about a favorite book, adding suggestions from the teacher Writes about a visit to a pet store using drawing, writing, and dictation Adds information to a class poster about chicks after reading about them on a science website 	<p>Produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p> <ul style="list-style-type: none"> Writes and illustrates a story in her journal about going on a fishing trip; describes the sequence of events, provides basic details, and includes an ending Writes an informative text about how to care for a pet, including basic facts and an appropriate closure Composes an opinion piece, "Why We Need Longer Recesses," introducing the topic, stating his opinion, offering a simple rationale, and providing a sense of closure Works with others to create research project about trees 	<p>Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p> <ul style="list-style-type: none"> Writes a narrative story that has a clear beginning, middle, and end, and adds an illustration; revises story to focus on topic and corrects punctuation after hearing feedback from classmates Writes a fantasy story and says, "I can't make this story too scary because it's for the preschool class." Composes a well-structured report on bees by working with others and reading multiple texts on the topic; includes facts and details about life cycle and habitat 	<p>Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p> <ul style="list-style-type: none"> Takes several days to write a "chapter book" about school to share at kindergarten orientation Composes an article, a poem, and a cartoon to include in the school newspaper, incorporating feedback from classmates Uses multimedia writing tools to create a nonfiction text based on information gathered online, including text, pictures, and diagrams; says, "I have to think and write quickly because this is due soon." 										

Objective 19 Demonstrates writing skills

c. Writes using conventions

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun "I"); writes simple words phonetically based on knowledge of sound-letter relationships</p> <ul style="list-style-type: none"> Makes an alphabet chart, including pictures and both upper- and lowercase letters Starts a sentence with an uppercase "I" when writing in a journal Uses phonetic spelling to label the buildings created in the Block area 		<p>Prints all upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p> <ul style="list-style-type: none"> Uses capitals for names of people and dates; uses commas for words in series and dates; applies appropriate ending punctuation Says, "I need to make a few edits so everyone can read my story." 		<p>Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading</p> <ul style="list-style-type: none"> Uses capitals when writing about holidays, branded products, and geographic names; uses commas in letter greetings and closings; uses apostrophes for word contractions and to indicate common possessives Makes edits using writing software 		<p>Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p> <ul style="list-style-type: none"> Capitalizes appropriate words in titles, uses commas when writing addresses, and adds quotation marks as needed Edits as she writes and then proofreads and makes final changes 	

Objective 20 Uses number concepts and operations

a. Counts

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Verbally counts (not always in the correct order)</p> <ul style="list-style-type: none"> Says, "One, two, ten," as she pretends to count 		<p>Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <ul style="list-style-type: none"> Counts to 10 when playing "Hide and Seek" Counts out four scissors and puts them at the table 		<p>Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p> <ul style="list-style-type: none"> Counts to 20 while walking across room Counts 10 plastic worms and says, "I have 10 worms." When asked, "What comes after six?" says, "One, two, three, four, five, six, seven...seven." 		<p>Uses number names while counting to 100 by 1s and 10s; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p> <ul style="list-style-type: none"> Counts 28 steps to the cafeteria When asked what comes after 15, says, "Sixteen. That's one larger, and 17 is one larger than 16." When asked what comes after 16, says, "Seventeen" without beginning at one 		<p>Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20</p> <ul style="list-style-type: none"> Says, "I can count to 50 really fast: 10, 20, 30, 40, 50!" Accurately counts from 115 to 120 beginning at 115 when asked to do so 		<p>Counts to 1,000 to determine how many; uses skip counting (2s, 5s, 10s, and 100s); begins counting at any number between 1 and 1,000; switches between skip counts</p> <ul style="list-style-type: none"> Counts to 1,000 by 100s: "100, 200, 300...700, 800, 900, 1,000!" When asked to count to 200, begins counting by 2s but then changes to counting by 10s when she realizes it is taking too long 		<p>Counts to more than 1,000 using number word patterns (e.g., tens, teens) and skip counting; uses skip counting by 2s, 4s, 5s, 6s, 10s, and 100s</p> <ul style="list-style-type: none"> Begins counting, "999, 1,000, 1,110, 1,120, 1,130...1,180, 1,190, 2,000." Groups objects into sets of four and then counts them: "Four, eight, twelve, sixteen, twenty, twenty-four, twenty-eight, thirty-two..." 		

Objective 20 Uses number concepts and operations

b. Quantifies

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Demonstrates understanding of the concepts of one, two, and more</p> <ul style="list-style-type: none"> Says, "More apple," to indicate he wants more pieces than given Takes two crackers when prompted, "Take two crackers." 		<p>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <ul style="list-style-type: none"> Looks at the sand table and says instantly, without counting, "There are three children at the table." Says, "I have four cubes. Two are red, and two are blue." Puts three bunnies in the box with the two bears. Counts and says, "Now I have five." 	<p>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p> <ul style="list-style-type: none"> Says, "I have nine cars in a row. I only need one more to get to 10!" Says, "I have eight big buttons, and you have eight little buttons. We have the same." Tosses 10 puff balls at the hoop. When three land outside, says, "More went inside." Puts two dominoes together, says, "Five dots," and counts on: "Six, seven, eight. Eight dots all together." 	<p>Solves simple equal share problems; makes sets of 11–20 objects and then describes the parts</p> <ul style="list-style-type: none"> Cuts a banana in half and says to a friend, "Now, we each have a fair share because we each have the same." Uses two-sided counters to determine different number combinations for 14 Counts the students in the circle, and says, "There were 12 of us from Mrs. Holt's class, and four more kids came. That means there are 13, 14, 15, 16 of us playing dodge ball." 	<p>Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</p> <ul style="list-style-type: none"> Cuts a paper pizza into two equal parts; gives one part to a friend and says, "We have equal amounts. We each have half of the pizza." Divides a clay length into four equal parts when asked by the teacher to make fourths. Signs, "It's three fourths" when asked what three pieces of the whole represent 	<p>Answers how much questions about wholes partitioned into equal shares of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</p> <ul style="list-style-type: none"> Divides a rectangle into two rows and two columns of equal size; colors in one part when asked to represent one fourth, colors in another part to show one half Says, "When I put these four quarter pieces together, I have one whole. Four fourths equal a whole." Provides the correct response when the teacher shows pictures representing two thirds, two fourths, one half, etc. 	<p>Compares fractions and explains them using physical models, pictorial representations, and number lines</p> <ul style="list-style-type: none"> Partitions the space on a number line from 0 to 1 into six equal parts. Puts a red dot to indicate $\frac{4}{6}$, a green dot to indicate $\frac{2}{6}$, and a blue dot to indicate a whole. Signs, "That's six sixths." Given a plate divided into eighths, shows one piece for $\frac{1}{8}$, three pieces for $\frac{3}{8}$, and four pieces for $\frac{4}{8}$. Then says, "Hey, these $\frac{4}{8}$ are equal to one half because they are the same size!" 							

Objective 20 Uses number concepts and operations

c. Connects numerals with their quantities

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Recognizes and names a few numerals</p> <ul style="list-style-type: none"> Points to the 1 when the teacher says, "Where is the numeral 1?" Notices numerals around the room and calls some of them by name 	<p>Identifies numerals to 5 by name and connects each to counted objects</p> <ul style="list-style-type: none"> Says, "Five" as she attaches five clothespins to the 5 card Tells her friend, "That's a 3, and there are three puppies on this page." 	<p>Identifies numerals to 10 by name and connects each to counted objects</p> <ul style="list-style-type: none"> Shouts, "Seven," and jumps seven times when the teacher holds up the number 7 card Says, "I put nine buttons in the 9 box." 	<p>Identifies numerals to 20 by name and connects each to counted objects; represents how many by writing one-digit numerals and some two-digit numerals</p> <ul style="list-style-type: none"> Says, "I drew 15 flowers to go on page 15 of our number book." Types in the numerals 1, 8, and 3 when sets of one, eight, and three figures appear on the computer screen Counts out 16 bears and writes 16 on its corresponding card 	<p>Represents how many by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers</p> <ul style="list-style-type: none"> Counts out 63 crayons, writes 63, and signs, "I have 63 crayons." Writes 118 when the teacher says, "There are 118 marbles in this jar. Write the number of marbles as a numeral." Indicates the appropriate relational symbol when the teacher writes number pairs (e.g., 3 _ 7, 4 _ 4, 95 _ 77) 	<p>Represents how many by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers</p> <ul style="list-style-type: none"> Counts the grouped pictures on the computer screen and types 384 to indicate how many Writes $276 > 249$, $248 > 100$ 	<p>Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); uses relation symbols (<, >, =) to show fractional comparisons</p> <ul style="list-style-type: none"> Indicates $1/8$ when the teacher holds up one part of a region partitioned into eight equal pieces; indicates $8/8$ to represent the whole Colors in two sixths of a paper pie and writes $2/6$ to indicate the amount eaten Looks at the number line, and says, "Two fourths is the same as one half," and then writes in words and symbols, <i>two fourths is equal to one half</i>; $2/4 = 1/2$ Compares two number lines with unequal partitions and indicates that $2/6$ of one is smaller than $2/4$ of the other 								

Objective 20 Uses number concepts and operations

d. Understands and uses place value and base ten

Not Yet	1	2	3	4	5	6	7	8	9
	<p>Indicates base-ten equivalents for numbers 11–19 using objects and drawings; may use simple equations</p> <ul style="list-style-type: none"> • Snaps cubes into one group of ten and seven ones and says, "I made one ten and seven ones. That's 17." • Draws 10 dots enclosed in a circle (one ten) and nine single dots (nine ones) when the teacher says, "Make 19 using tens and ones." • Counts out groups of 11 to 19 objects and tells how many tens and how many ones are in each group 		<p>Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10–90)</p> <ul style="list-style-type: none"> • Accurately responds when asked, "What does the numeral 1 stand for when I write 13? What does it stand for when I write 31?" • Says, "Fifty-four is the same as five tens and four ones. Forty-five is four tens and five ones. Fifty-four is bigger because it has more tens." • Working with a classmate, combines her six tens and five ones with his two tens and seven ones. As she writes 92, says, "Now we have eight tens and twelve ones. We can trade in ten ones to make another ten. Now we have nine tens and two ones." 		<p>Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p> <ul style="list-style-type: none"> • Takes bundles of tens and puts together 10 of them. Says, "This bundle is 100. I can write 100 to stand for one hundred, zero tens, and zero ones." • Types $267 = 200 + 60 + 7$ (expanded form) • Looks at the numeral 723 and says, "That's the same as seven hundreds, two tens, and three ones; and three ones, two tens, and seven hundreds. If I add another hundred, it's 823." • Calculates and explains $24 + 32 + 16$ by recomposing the ones into one ten and two ones (carrying) 		<p>Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10–90); rounds three-digit whole numbers to the nearest ten or hundred</p> <ul style="list-style-type: none"> • Correctly fills in the missing numbers: $1,000 = \underline{1,000}$ ones $1,000 = \underline{100}$ tens $1,000 = \underline{10}$ hundreds • Writes $5 \times 10 = 50$ when asked to solve the problem, "If you had five groups of 10, how many would you have?" • Writes 230 when asked to round 228 to the nearest ten; writes 700 when asked to round 657 to the nearest hundred 		


Objective 20 Uses number concepts and operations

e. Applies properties of mathematical operations and relationships

Not Yet	1	2	3	4	5	6	7	8	9
	<p>Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p> <ul style="list-style-type: none"> • Uses counters to represent the problem, "Kalinda had six crayons. She shared two with Sam. How many crayons does Kalinda have left?" • Draws seven flowers and then draws two more, and says, "Now I have nine. Seven plus two more equals nine." • Plays the "Spill the Six Beans" game and records the number combinations $6 = 2$ (red sides) + 4 (white sides); $6 = 5$ (white sides) + 1 (red side). 		<p>Solves three-number word problems with answers within 20 using addition properties (associative, commutative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p> <ul style="list-style-type: none"> • Solves the problem using drawings, "Grady had three marbles and then he bought some more. Now he has 12 marbles. How many more marbles did he buy?" • Demonstrates an understanding of the commutative property of addition by saying, "I know that $8 + 5 = 13$ because $5 + 8 = 13$." • Accurately completes the equation $7 + \underline{\quad} = 11$; checks the answer using counting chips • Plays the "True or False?" game, accurately identifying addition and subtraction equations within 20 as true or false (e.g., $7 = 5 - 2$; $19 = 19$; $18 = 19 - 1$) 		<p>Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to five rows and five columns)</p> <ul style="list-style-type: none"> • Counts and records the number of markers at each table; adds the numbers together and then subtracts the dried-out markers from the total • Solves the word problem, "The bookshelf is 30 inches wide. The books already on it take up 10 inches of the space. How much space is left to put other books on the shelf?" • Makes four rows of five cubes each and writes $5 + 5 + 5 + 5 = 20$ to represent the arrangement and sum of the equal addends 		<p>Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p> <ul style="list-style-type: none"> • Solves multiplication problems using the commutative property of multiplication ($a \times b = b \times a$) and the associative property of multiplication ($[a \times b] \times c = a \times [b \times c]$) • Correctly writes the equation for and solves the word problem, "Rudy has 20 inches of yarn. How long must he cut each piece if he gives five friends equal lengths?" ($20 \div 5 = n$) • When shown six groups of eight stars, writes the equation $6 \times 8 = 48$ 		

Objective 20 Uses number concepts and operations

f. Applies number combinations and mental number strategies in mathematical operations

Not Yet	1	2	3	4	5	6	7	8	9
	<p>Adds and subtracts whole numbers fluently within five</p> <ul style="list-style-type: none"> Adds numbers within five quickly as they appear on the whiteboard Plays <i>Spills the Beans</i> (using five beans) and rapidly adds the number of black beans and white beans to get a total number 		<p>Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums)</p> <ul style="list-style-type: none"> Responds readily to "say it fast" (to 10) challenges (e.g., $2 + 8 = \underline{\quad}$; $9 - 2 = \underline{\quad}$; $7 + 3 = \underline{\quad}$) Uses decomposing and recomposing as he states, "Figuring out $4 + 5$ is easy because I can use a doubles plus one. It is $4 + 4 = 8$ and 1 more is 9." 		<p>Adds and subtracts whole numbers fluently within 20 using previously learned mental strategies; knows all the addition combinations of two, one-digit numbers from memory</p> <ul style="list-style-type: none"> Tosses three dice and quickly adds the numbers by counting on Uses known one-digit sums to add the number of steps to move forward in a board game 		<p>Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/subtraction and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory</p> <ul style="list-style-type: none"> Uses fluent knowledge of multiplication and addition to determine the total number of wheels on the cars that pass the play yard States, "If $7 \times 9 = 63$, then $63 \div 9 = 7$," and proceeds to show thoughts using a grouping illustration 		
									

Objective 21 Explores and describes spatial relationships and shapes

a. Understands spatial relationships

Not Yet	1	2	3	4	5	6	7	8	9
		<p>Follows simple directions related to position (<i>in, on, under, up, down</i>)</p> <ul style="list-style-type: none"> Follows teacher's directions to put the trash <i>in</i> the can Raises hands <i>up</i> and <i>down</i> as the song directs 		<p>Follows simple directions related to proximity (<i>beside, between, next to</i>)</p> <ul style="list-style-type: none"> Follows teacher's direction to put the cup <i>next to</i> the plate Sits beside her friend when he says, "Sit <i>between</i> me and Laura." 		<p>Uses and responds appropriately to positional words indicating location, direction, and distance</p> <ul style="list-style-type: none"> Says, "Look for the surprise <i>behind</i> the tree." Moves game piece <i>backward</i> when playmate gives directions 		<p>Uses and makes simple sketches, models, or pictorial maps to locate objects</p> <ul style="list-style-type: none"> Constructs a map of the play yard using landscape toys Uses a map of the classroom to find the hidden treasure 	

Objective 21 Explores and describes spatial relationships and shapes

b. Understands shapes

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Matches two identical shapes</p> <ul style="list-style-type: none"> • Puts a circular puzzle piece in the circular space • Places shapes in a shape-sorting box 	<p>Identifies a few basic shapes (circle, square, triangle)</p> <ul style="list-style-type: none"> • Looks at a wheel and says, "A circle." • Names shape pieces as he puts them on a shape lotto card 	<p>Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> <ul style="list-style-type: none"> • Says, "It's a ball 'cause it rolls." • Puts hand in feely box and says, "It has three sides and three points. It's a triangle." 	<p>Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p> <ul style="list-style-type: none"> • Says, "It's still a triangle no matter how I turn it." • Cuts apart a rectangle to make two squares and says, "Both of these squares have four sides." 	<p>Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes</p> <ul style="list-style-type: none"> • Recognizes cardboard shapes in the feely bag by touch, describes their defining characteristics, and asks others to guess the shape • When asked to make a square, quickly puts together two right triangles 	<p>Uses essential attributes to label and create quadrilaterals, pentagons, hexagons, and cubes; visualizes and predicts the results of combining and taking apart two-dimensional and three-dimensional shapes</p> <ul style="list-style-type: none"> • Using a geoboard, creates a "mystery shape" (pentagon) by following teacher's verbal directions; when complete, indicates the shape is a pentagon and tells why • Tells friend, "I think it will make a hexagon if I put these six triangles together. Let's try it and see. Hey, it works! Now let's see what shape it makes if I add six more triangles, one on each side." 	<p>Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions</p> <ul style="list-style-type: none"> • Uses essential attributes to generate examples and non-examples of known two-dimensional shapes • Creates Venn diagrams that show relationships between different quadrilaterals (e.g., squares, rectangles, rhombuses); explains the classifications • After dividing a rectangular "farm" into three equal parts, says, "The farmer has corn planted in one third of the area of his farm. He likes potatoes the best, so he used two thirds of the area to plant potatoes." 								










Objective 22 Compares and measures

a. Measures objects

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Makes simple comparisons between two objects</p> <ul style="list-style-type: none"> Pours sand or water from one container to another Indicates which ball is bigger when shown a tennis ball and a beach ball 	<p>Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume</p> <ul style="list-style-type: none"> Puts blocks side by side in order of length Lays two short blocks on top of a long block to see if it's the same length Holds a dry sponge and a wet sponge and determines which weighs more 	<p>Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p> <ul style="list-style-type: none"> Measures by using paper clips, cubes, string, hands, feet or other objects Measures block tower with linking cubes and says, "I made mine 15 cubes high!" Stands on scale while pretending to be in a doctor's office 	<p>Uses measurement words and some standard measurement tools accurately</p> <ul style="list-style-type: none"> Says, "We need two cups of flour and one cup of salt to make dough." Says, "If I add three more tiles to this side of the scale, they'll be the same." 	<p>Measures length accurately and expresses the measurement in whole numbers</p> <ul style="list-style-type: none"> Compares the length of several objects using cardboard strips, carefully placing them with no gaps and overlaps Measures using the meter stick and says, "This is 5 centimeters long." 	<p>Measures and compares the length of two objects using standard length units</p> <ul style="list-style-type: none"> Estimates that the table will fit into a space, but when she measures the space, says, "It won't fit. The table is 1 foot and 3 inches too long." 	<p>Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p> <ul style="list-style-type: none"> Solves the problem, "If Gilberto had 12 liters of water, how many more liters would he need to buy to have 26 liters?" Uses centimeter grid paper to indicate a 3 by 4 and a 4 by 3 square area; multiplies and says, "The area of both is 12 units because I multiplied one length by the other length." Counts the squares and says, "See, both of them are 12." 								

Objective 22 Compares and measures

b. Measures time and money

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
	<p>Knows usual sequence of basic daily events</p> <ul style="list-style-type: none"> Says, "We go outside after lunch." 	<p>Relates time to daily routines and schedule</p> <ul style="list-style-type: none"> Says, "I go to auntie's house every morning before school." Looks at the teacher's watch and asks, "Does it say it's time to go outside?" Moves the daily schedule marker to the time block that indicates Large Group 	<p>Uses some time measurement words and tools</p> <ul style="list-style-type: none"> Says, "We have music this afternoon at 1:00." Looks at the clock and begins to put away materials for lunch at noon Goes to the calendar to see how many more days until the field trip Notices and asks about the differences between an analog and digital clock 	<p>Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)</p> <ul style="list-style-type: none"> Records the time as the teacher sets the time first on the analog clock and then on the digital clock Counts four dimes, saying, "Ten, twenty, thirty, forty." 	<p>Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols</p> <ul style="list-style-type: none"> Says and then writes, "I go to bed at 9:15 p.m." Writes 8:30 a.m. when asked to write the time the opening school bell rings. Writes the correct answer to the problem, "If you had \$4.00, and the book cost \$5.50, how much more money would you need?" 	<p>Solves one-step word problems related to time to the nearest minute</p> <ul style="list-style-type: none"> Makes a daily schedule chart by writing the times each activity occurs; compares how long between time periods 							
													

Objective 22 Compares and measures

c. Represents and analyzes data

Not Yet	1	2	3	4	5	6	7	8	9	10	11
	<p>Knows a few ordinal numbers</p> <ul style="list-style-type: none"> • Responds, "I'm first to use the computer. Then you're next." • Says, "I was first. Justin was last." • Says, "I sat in the biggest chair first, then the middle-size chair and the little chair third. I'm like Goldilocks." 	<p>Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p> <ul style="list-style-type: none"> • Looks at a picture graph and says, "Most kids like grapes. It has nine people. Apples are second. Eight kids like apples." • Tallies the number of classmates who have shoelaces on their shoes and the number who have hook-and-loop fasteners 	<p>Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings</p> <ul style="list-style-type: none"> • Surveys the class and makes a graph indicating favorite yogurt flavors (vanilla, blueberry, or strawberry) • Reads a simple bar graph and says, "The trucks are first because they have the most; there are 14 trucks. The cars are the second most because there are 13. SUVs are third. There are only 10 of them." 	<p>Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p> <ul style="list-style-type: none"> • Measures the length of four objects and creates a four-row horizontal graph to represent the information. Explains what the graph represents; asks and answers questions related to the total data set and its parts • Works with several classmates to make 'snakes' of different lengths using whole-unit cubes. Measures each 'snake' and records the lengths on a number line (line plot). Later, tells the class the lengths referring to the line plot. 	<p>Reads and creates scaled picture or bar graphs where each picture/ bar represents more than one data point; uses the graph to ask and answer questions</p> <ul style="list-style-type: none"> • Looks at a scaled picture graph (one picture = two persons) and indicates 12 persons in total, 10 of whom ride the train and two of whom drive cars • Creates a bar graph where each bar represents 10 individuals; colors in three bars and says, "There were 30 people who liked cats best and 20 who liked dogs. That's 10 more people who like cats." 						

Objective 23 Demonstrates knowledge of patterns

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Shows interest in simple patterns in everyday life</p> <ul style="list-style-type: none"> Notices that a special song is played whenever it is time to clean up Points to the tiles in the bathroom and says, "They go this way, that way, this way, that way." 		<p>Copies simple repeating patterns</p> <ul style="list-style-type: none"> Beats a drum as the teacher does, e.g., loud, soft; loud, soft; loud, soft; etc. Strings beads as her friend does, e.g., red, blue, blue; red, blue, blue; red, blue, blue; etc. 	<p>Extends and creates simple repeating patterns</p> <ul style="list-style-type: none"> Makes a repeating movement pattern, e.g., stomp, stomp, clap, clap; stomp, stomp, clap, clap; stomp, stomp, clap, clap; etc. When shown pattern of cubes, e.g., red, blue, blue, red; red, blue, blue, red; etc., adds to it correctly 	<p>Recognizes, creates, and explains more complex repeating and simple growing patterns</p> <ul style="list-style-type: none"> Says, "If I add one to three, it's the next number: four. If I add one to four, it's the next number: five." Extends the growing pattern by adding one cube like a staircase, e.g., one cube, two cubes, three cubes, four cubes, etc. 	<p>Notifies more complex patterns in numbers; identifies the core unit of patterns; represents patterns using numerical and letter symbols</p> <ul style="list-style-type: none"> Says, "I see patterns on the '00 to 99 chart.' All the numbers in the ones place in each column are the same. They go from zero to nine." Circles every second number on the number line in red and then circles every fifth number in blue; uses the visual patterns to assist in skip counting Looks at a photo of a gate with a distinct pattern and writes $A-B-B$ to represent the core unit pattern of one large fleur-de-lis and two small fleurs-de-lis; continues the pattern notation by writing $A-B-B-A-B-B-A-B-B$ 	<p>Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition</p> <ul style="list-style-type: none"> Explains that when you have a group with even numbers of objects, each member has "a partner" or can be paired Accurately fills in the blanks when presented with 26, 22, 18, ____, 10, ____ 	<p>Recognizes arithmetic patterns and explains them using properties of operations</p> <ul style="list-style-type: none"> Says, "Hey, if I add $3 + 3 + 3 + 3$, that's the same thing as multiplying 3×4. Multiplying is faster." Explains that when you add zero to any number, the sum is still the same because zero is a place holder representing no amount Remarks that you can add numbers in any order and the sum remains the same Notices the relationship between a division problem and figuring out a fair share 							