



Alignment Tools  
**Early Childhood Standards-Based Instructional Targets**

Unique Learning System maintains alignment with state standards through instructional targets. These targets are the bridge between the general content standards adopted by a state and relevant curriculum content for students with significant disabilities. The 2013 revision and 2018 update of the Unique Learning System Instructional Targets for Early Childhood emphasize developmentally appropriate content and outcomes, including areas recommended by the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). This alignment process is directly linked to the Common Core Standards that begin at the kindergarten level.

<b>Approaches to Learning</b>			
<b>Initiative and Curiosity</b>	<b>Engagement and Persistence</b>	<b>Creativity</b>	<b>Reasoning and Problem-Solving</b>
<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>
<ul style="list-style-type: none"> <li>• Develop increased ability to make independent choices.</li> <li>• Initiate play with others.</li> <li>• Initiate activities with play materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on a task for a short period of time.</li> <li>• Engage in a self-initiated task for a sustained period of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Imitate actions observed in other situations.</li> <li>• Use materials in new and unconventional ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate beginning understanding of cause and effect, especially of own actions.</li> <li>• Identify a problem and participate in finding a solution.</li> <li>• Solve problems with guidance and support from an adult.</li> </ul>
<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>
<ul style="list-style-type: none"> <li>• Seek and participate in varied experiences and tasks.</li> <li>• Ask questions to gain understanding of topics and ideas of interest.</li> <li>• Use prior knowledge to plan for future actions and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on an activity with deliberate concentration.</li> <li>• Carry out a task or activity from beginning to end.</li> <li>• Stay on a task despite frustration or challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Use imagination to interact with objects and materials.</li> <li>• Engage in creative social play.</li> <li>• Represent reality in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and understand cause and effect relationships.</li> <li>• Identify a problem and offer solutions.</li> <li>• Attempt to solve problems independently, applying a variety of strategies.</li> </ul>



Social and Emotional Development		
Learning About Self	Relationships	Expression of Feelings/Self-Regulation
<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>
<ul style="list-style-type: none"> <li>Adjust to new situations.</li> <li>Show confidence in actions.</li> <li>Show awareness of belonging to one or more groups.</li> <li>Show awareness of own abilities, feelings and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>Develop friendship with one or more peers.</li> <li>Engage in group play.</li> <li>Seek security and support from adult when hurt or frightened.</li> </ul>	<ul style="list-style-type: none"> <li>Show awareness of own emotions and ways to express these emotions with support.</li> <li>Manage transitions.</li> <li>Follow simple rules and routines.</li> </ul>
<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>
<ul style="list-style-type: none"> <li>Participate positively in new situations.</li> <li>Demonstrate confidence and pride in accomplishments.</li> <li>Identify self as belonging to one or more groups.</li> <li>Demonstrate increasing awareness of own abilities, feelings and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate empathy and caring for others.</li> <li>Interact easily with peers in pretend play situations.</li> <li>Cooperate with others.</li> <li>Interact easily with adults in conversation.</li> <li>Separate from familiar adults with minimal distress.</li> <li>With support, negotiate to resolve conflicts with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize own emotions and emotions of others.</li> <li>Communicates a range of emotions in socially accepted ways.</li> <li>Use socially accepted behavior when completing tasks or problem solving.</li> <li>With some support, show awareness of the consequences of own actions.</li> </ul>



<b>Physical Development and Health</b>			
<b>Gross Motor</b>	<b>Fine Motor</b>	<b>Sensory Motor</b>	<b>Health and Well-Being</b>
<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>
<ul style="list-style-type: none"> <li>Show increasing levels of proficiency in gross motor tasks.</li> <li>Show increasing levels of control and balance in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate use of arms, hands and fingers to accomplish tasks.</li> <li>Demonstrate strength, control and eye-hand coordination in simple tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Use sensory information to guide movements.</li> </ul>	<ul style="list-style-type: none"> <li>Has food preferences but is willing to try different foods.</li> <li>Increase participation in self-care.</li> <li>Demonstrate continued physical growth, strength and stamina.</li> <li>Name, point to and move body parts.</li> <li>Participate in active physical play.</li> <li>Cooperate in response to a direction involving safety.</li> </ul>
<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>
<ul style="list-style-type: none"> <li>Participate in, experience, or develop age-appropriate gross motor skills: running, hopping, skipping, tossing/catching a ball, etc.</li> <li>Use balance, control and coordination in physical activity and movement.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in, experience, or develop age-appropriate fine motor skills: cutting, coloring, printing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Regulate reactions to sensory stimuli in order to complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>Show awareness of healthy eating habits.</li> <li>Perform self-care tasks independently.</li> <li>Display stamina and energy to participate in daily activities.</li> <li>Participate in active physical play and other forms of exercise.</li> <li>Identify and describe function of body parts.</li> <li>Identify and follow basic safety rules.</li> </ul>



Language and Literacy Development			
Listening and Speaking	Early Reading/Phonological Awareness	Early Reading/Print Concepts	Early Reading/Letter and Word Recognition
Toddler 3 – 4 years	Toddler 3 – 4 years	Toddler 3 – 4 years	Toddler 3 – 4 years
<ul style="list-style-type: none"> <li>• Show an understanding of statements referring to familiar people, places, things and events.</li> <li>• Appropriately follow a simple request or direction.</li> <li>• Respond appropriately to simple questions.</li> <li>• Show a progressive understanding of vocabulary and language within conversation and play.</li> <li>• Participate in songs and rhymes that require listening.</li> <li>• Combine words to express ideas, needs or wants.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognize words that rhyme in songs and nursery rhymes.</li> <li>• Begin to recognize that words are made of spoken sounds.</li> <li>• Distinguish and identify sounds in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in reading through page turning, pointing, etc.</li> <li>• Distinguish pictures from letters and words in text.</li> <li>• Show awareness of different functions of print materials, such as menus, lists, newspapers, letters, etc.</li> <li>• Show growing interest in reading related activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize a letter as one component of a word.</li> <li>• Begin to recognize letters in own name.</li> <li>• Recognize familiar logos and environmental print.</li> <li>• Begin to recognize that words are made of letters.</li> </ul>
Pre-Kindergarten 4 – 5 years	Pre-Kindergarten 4 – 5 years	Pre-Kindergarten 4 – 5 years	Pre-Kindergarten 4 – 5 years
<ul style="list-style-type: none"> <li>• Describe familiar people, places, things and events.</li> <li>• Follow two-step directions or requests.</li> <li>• Ask and answer questions about text or experience.</li> <li>• Ask and answer questions to seek help.</li> <li>• Use conventions of grammar when speaking: correctly use nouns and verbs, plurals, conjunctions, adjectives, question words and prepositions.</li> <li>• Follow rules for listening and speaking in a discussion (listening to others, turn-taking, etc.).</li> <li>• Continue a conversation through multiple exchanges.</li> <li>• Use language to clearly communicate ideas, feelings and needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of spoken words, syllables, and sounds (phonemes); counting syllables, sounds and words; rhyming words; phoneme blending; and common initial phonemes.</li> <li>• Understand the link between letters and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow words left to right, top to bottom, page to page.</li> <li>• Recognize that words are separated by spaces in print.</li> <li>• Recognize that spoken words are represented by written language.</li> <li>• Actively engage in group reading activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify letters of the alphabet.</li> <li>• Recognize letters in own name.</li> <li>• Recognize familiar words or environmental print.</li> <li>• With support, recognize the sounds associated with letters.</li> </ul>



Language and Literacy Development		
Early Reading/Comprehension	Vocabulary	Early Writing
<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>
<ul style="list-style-type: none"> <li>Use pictures to describe information in books.</li> <li>Recall specific characters and actions in a story.</li> <li>Tell about a story using words, gestures or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Label words for objects in the environment or pictures in books.</li> <li>Recognize associated words (e.g., food words, animals, names).</li> <li>Use words with meaning in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Make marks or scribbles to represent objects and ideas.</li> <li>Explore various writing tools, such as crayons, pencils, computers, etc.</li> <li>“Read” or name scribbles or marks.</li> </ul>
<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>
<ul style="list-style-type: none"> <li>Describe events or information from a text.</li> <li>Identify characters and events in a story.</li> <li>Retell familiar stories.</li> <li>Identify the author and illustrator of a story.</li> <li>Ask and answer questions about key details in text.</li> <li>Begin to recognize the difference between fantasy and reality in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Sort common objects into categories.</li> <li>Recognize word opposites.</li> <li>Make connections between words and their use.</li> <li>Use learned words and phrases in story-reading discussion and conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, picture selection, and emergent writing to express an opinion, share information about a topic or tell a story (narration).</li> <li>With adult guidance and support, add details to a writing document, explore digital tools for writing and develop early handwriting skills.</li> <li>Participate in shared research and writing.</li> </ul>



<b>Cognitive and General Knowledge</b>				
<b>Mathematical Concepts/ Number Sense</b>	<b>Mathematical Concepts/ Number Relationships and Operations</b>	<b>Mathematical Concepts/ Measurement and Data</b>	<b>Mathematical Concepts/ Shapes</b>	<b>Mathematical Concepts/ Spatial Relationships</b>
<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>
<ul style="list-style-type: none"> <li>• Begin to count by rote.</li> <li>• Begin to associate number concepts and numerals in meaningful ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate that adding to increases the number of objects in a group.</li> <li>• Place objects in one-to-one matches during play.</li> <li>• Copy a pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe physical objects in terms of relative size (big, little, etc.).</li> <li>• Show understanding of concepts related to quantity (many, full, empty, etc.).</li> <li>• Sort objects by a single characteristic (color, size, shape, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize shapes in objects.</li> <li>• Sort shapes.</li> <li>• Make a picture or design using shapes.</li> <li>• Compose simple shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Show how things fit together and move in space.</li> </ul>
<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>
<ul style="list-style-type: none"> <li>• Know number names 1 – 10.</li> <li>• Count to 20.</li> <li>• Count with one-to-one correspondence.</li> <li>• Count to 10 to determine <i>how many</i>.</li> <li>• Compare two groups of objects (1 to 10 items each) as <i>greater than</i>, <i>less than</i> or <i>equal</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct two sets of objects that together make up 10.</li> <li>• Join two sets of objects to make one large set.</li> <li>• Extend the sequence of a non-numeric pattern according to one or more attributes (colors, shapes, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Describe measurable attributes of objects related to length and weight (long or short, heavy or light, etc.).</li> <li>• Compare two objects with measurable attributes (taller or shorter, longer or shorter, etc.).</li> <li>• Use non-standard or standard units of measurement to explore the environment.</li> <li>• Classify objects into data categories and count and compare the numbers in each category.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify shapes (square, triangle, circle, etc.).</li> <li>• Describe similarities and differences in shapes.</li> <li>• Make a picture or design of everyday objects using a combination of shapes.</li> <li>• Group shapes to form larger shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe positions of objects/shapes in the environment with positional vocabulary (in, on, under, beside, etc.).</li> </ul>



Cognitive and General Knowledge			
Social Studies/History	Social Studies/Geography	Social Studies/Economics	Social Studies/Government
<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>
<ul style="list-style-type: none"> <li>• Begin to develop a sense of time in relation to daily activities (e.g., what happens first, what happens after lunch, etc.).</li> <li>• Identify a change within a daily routine.</li> <li>• Identify and share events that happen in the past, present or future.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe characteristics of own geographic surroundings.</li> <li>• Use simple words that indicate location and position.</li> <li>• Begin to understand that maps show places.</li> <li>• Begins to recognize differences and similarities of own environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of jobs people do.</li> <li>• Begin to understand why people work.</li> <li>• Begin to understand that money is needed to buy things.</li> <li>• Recognize where people buy things in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize authority figures in daily activities.</li> <li>• Participate in a group activity.</li> <li>• Use simple strategies (bargaining, seeking adult) during a conflict.</li> <li>• Recognize that rules are important for safety.</li> <li>• Demonstrate rule-following during classroom activities.</li> </ul>
<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>
<ul style="list-style-type: none"> <li>• Understand time in the context of daily experiences.</li> <li>• Observe and recognize changes in a routine over a period of time.</li> <li>• Engage in storytelling about past experiences or personal history.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographic concepts and features.</li> <li>• Use direction and position words to describe locations.</li> <li>• Show basic understanding of maps as representations of places.</li> <li>• Demonstrate awareness of people, places and things in different regions or location.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe roles and responsibilities of common jobs in a community.</li> <li>• Show an awareness of jobs as a means to earn money.</li> <li>• Understand that money is needed to purchase goods and services.</li> <li>• Identify places where specific goods and services are purchased.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify authority figures in a group/setting (teacher, mayor, president).</li> <li>• Demonstrate cooperative behaviors (e.g., sharing, turn taking, voting) in group activity.</li> <li>• With support, compromise to resolve conflicts with peers.</li> <li>• Understand that rules are important for safety and fairness.</li> <li>• Demonstrate rule-following in the classroom setting or group setting.</li> </ul>



Cognitive and General Knowledge			
Science/Scientific Inquiry	Science/Earth and Space Science	Science/Life Science	Science/Physical Science
<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>	<b>Toddler 3 – 4 years</b>
<ul style="list-style-type: none"> <li>• Ask questions about the natural world.</li> <li>• Expect specific results when playing with toys and other tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover and describe weather conditions.</li> <li>• Explore natural objects in the sky.</li> <li>• Explore ways to care for the environment.</li> <li>• Explore Earth’s natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify living and nonliving things.</li> <li>• Identify body parts associated with the senses.</li> <li>• Identify simple physical characteristics of living things.</li> <li>• Explore how living things grow and change over time.</li> <li>• Explore the relationship between people and familiar animals and plants and their environments.</li> <li>• Recognize that living things have basic needs to survive.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects with sound and light.</li> <li>• Explore objects that move.</li> <li>• Explore properties of objects.</li> </ul>
<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>	<b>Pre-Kindergarten 4 – 5 years</b>
<ul style="list-style-type: none"> <li>• Begin to use simple tools and equipment for investigation.</li> <li>• Observe and talk about changes in the natural world.</li> <li>• Pose questions about the physical and natural environment.</li> <li>• Collect, describe and record information.</li> <li>• Share information about findings and ideas from a simple scientific investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize elements and changes of weather and its effects on daily activities.</li> <li>• Show awareness of the interrelationship between Earth and space systems.</li> <li>• Develop understanding of our responsibility to the environment, living creatures and plant life.</li> <li>• Develop an understanding of Earth’s natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the differences between living and nonliving things.</li> <li>• Recognize body parts and body processes (e.g., eating, sleeping and walking).</li> <li>• Identify characteristics of living things (e.g., plants with seed vs. those without, shape, movement, behavior, appearance).</li> <li>• Understand ways that living things change over time.</li> <li>• Explore the relationship between living things and their environments.</li> <li>• Identify basic needs of plants and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore characteristics of light and sound.</li> <li>• Explore motion of objects.</li> <li>• Explore and describe properties of objects (e.g., size, shape, color and state).</li> </ul>