

Early Learning Course of Study 2021

Pre-K, Ages 3-5



THE DIOCESE OF COLUMBUS

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INTRODUCTION

OVERVIEW

This overview states the vision and goals of the Columbus Diocese 2021 Early Learning Course of Study. The Course of Study is based upon Ohio's Learning Standards and Model Curriculum for Early Learning and Development that were created as a result of a *Race to the Top* grant awarded to Ohio in December 2011. These standards describe key concepts and skills that young children develop during the birth-to-five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive and coherent set of expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

The standards present a continuum of learning and development from birth to age five in each of five domains. These domains are:

- Social and Emotional Development
- Physical Well-being and Motor Development
- Approaches Toward Learning
- Language and Literacy Development
- Cognition and General Knowledge

The Early Learning Course of Study is broken into 4 age groups, Infants (birth to around 8 months), Young Toddlers (6 to around 18 months), Older Toddlers (16 to around 36 months) and Pre-K (ages 3-5 years). This document only contains the standards for the Pre-K (ages 3-5 years) group. The others are found in separate documents.

This overview also includes the guiding principles that framed the development and contains definitions of terms used in the document.

PHILOSOPHY AND GUIDING ASSUMPTIONS

The standards during the preschool years describe those developmental skills and concepts children should know and be able to do at the end of their preschool experience.

The standards provide critical early learning knowledge, are grade-level appropriate, and reflect current research. The standards provide the Columbus Diocese educators with the content and expectations for learning they can use to develop curriculum at each age level. The standards were reviewed and revised with particular attention to being appropriate for children with disabilities and for children with diverse cultural and linguistic backgrounds. Knowledge of the strengths and needs of each child are pertinent in order to implement differentiation strategies and culturally responsive pedagogy in a manner to help each child.

These Early Learning and Development Standards illuminate the breadth of learning and development from birth to kindergarten entry that

strengthens school readiness. An understanding of learning and development in each domain guides programs and teachers as they plan developmentally appropriate learning opportunities and environments for young children. In particular, teachers can use an understanding of standards to focus on the kinds of interactions and environments that support, for example, language development or approaches toward learning. While the standards facilitate a focused look at young children's learning in each domain, teachers and others responsible for the care and education of young children need to keep in mind that infants, toddlers, and preschool-age children learn holistically.

Moreover, social and emotional development stands at the center of their learning. For example, as an infant or toddler builds security in a relationship with a caring adult, that child is also learning to communicate with language and to use the relationship as a secure base for practicing new movement skills and building knowledge about the world through exploration. Likewise, as preschool-age children tell stories about family experiences they are expanding their self-awareness, using their growing cognitive capacity to remember the past, and practicing narrative skills. Such examples of integrated learning are endless. In addition to providing focused looks in each domain, the standards can help us see how learning occurs in different domains at the same time.

Teachers and others can use the standards as starting points for observing and understanding young children's learning and development. With each learning encounter teachers observe, they can refer to the standards and ask what knowledge and skills the children are gaining in the areas of language and literacy, cognition and general knowledge, social and emotional development, physical well-being and motor development, and approaches toward learning. Teachers can use their observations of integrated learning to plan new learning encounters for young children and support the building of knowledge in all essential domains of school readiness.

STANDARDS FORMAT AND DEVELOPMENT

Organization of the Standards

The standards within each domain are organized according to strands, the developmental or conceptual components within each domain. Each strand contains one or more topics, the area of focus within each strand, and the standard statements, those concepts and skills children should know and be able to do for the different age-groups. Some topics reflect learning and development across the birth-to-five continuum, with standards for all age levels: infants, young toddlers, older toddler, and Pre-K, while other topics pertain only to a specific age- period. For example, some knowledge and skills such as the ability to identify and describe shapes or skills related to social studies and science emerge in preschool. Topics that address those competencies include standards only at the Pre-K level. Other topics such as Self- Comforting and Social Identity have standards only at the infant-toddler levels, because these foundational skills developed during the early years lead to more specific competencies at the preschool level.

TRANSITION PERIOD

The Columbus Diocese allows the schools until the 2021-2022 school year to fully implement the Early Learning and Development Standards for the Pre-K age group. The other age groups will transition over the next several years so that schools have time to align instruction and resources to the standards.

PHILOSOPHY - CATHOLICISM

LIFE AND DIGNITY OF THE HUMAN PERSON – People are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

CALL TO FAMILY, COMMUNITY, AND PARTICIPATION - How we organize our society, in economics, politics, law and policy, directly affects human dignity and the capacity of individuals to grow in community.

RIGHTS AND RESPONSIBILITIES - Human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.

OPTION FOR THE POOR AND VULNERABLE - In a society marred by deepening divisions between rich and poor, we are instructed to put the needs of the poor and vulnerable first.

DIGNITY OF WORK AND RIGHTS OF WORKERS - If the dignity of work is to be protected, then the rights of workers, to decent wages, to organize and join unions, and to private property, must be respected. **SOLIDARITY** - We are one human family, whatever our national, racial, ethnic, economic, and ideological differences.

CARE FOR GOD'S CREATION - We are called to protect people and the planet, living our faith in relationship with all of God's creation.¹

Curricular Resources

PRINCIPLES OF COURSES OF STUDY- DIOCESE OF COLUMBUS CATHOLIC SCHOOLS

Equity. Excellence in education requires equity – high expectations and assessable content for all students based on the new Ohio Learning Standards.

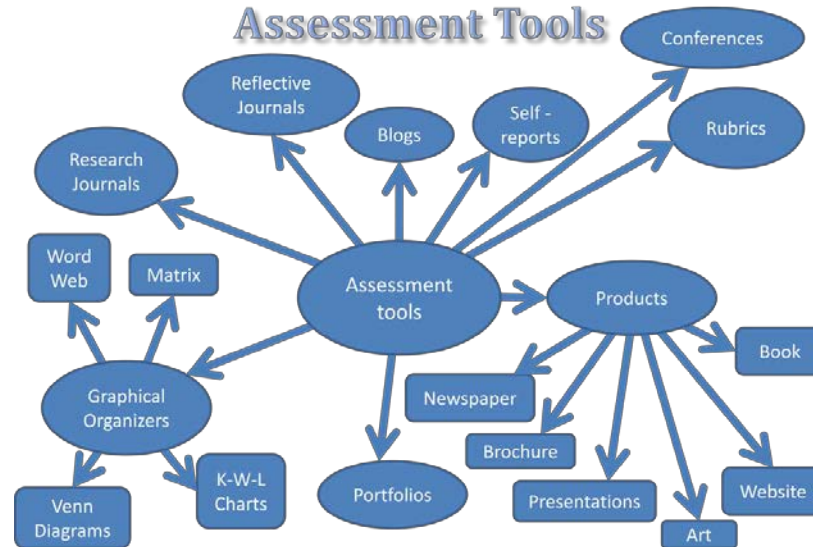
Curriculum. A curriculum is more than a collection of activities. It must be coherent, focused, well-articulated, and integrated with our Catholic values.

Teaching. Effective teaching requires understanding what students know and need to learn and be able to do while supporting them as they learn.

Learning. Students must learn with understanding by actively building new knowledge from prior knowledge and experiences.

Technology. Technology is essential in teaching and learning and should be integrated in the teaching and learning process. The technology should influence and enhance students' learning.

Assessment. Assessment should support the learning of important skills and content, be formative as well as summative, and furnish useful information to teachers, students and parents. Assessments need to be aligned to the standards in the Course of Study both in what a student needs to know and be able to do. Assessments should match what the student is expected to learn. There are many tools (e.g. portfolios, rubrics, interviews) other than the standard paper and pencil tests to assess a student's understanding of the material.



One method that has continued to increase student achievement is involving them in the assessment process. Students should be involved in all steps of this process. At the most basic level, students can simply understand how their grades will be determined. As assessment becomes more student-centered, the students can develop rubrics, maintain their own assessment records, self-assess, and communicate their achievement to others (student-led conferences).

INQUIRY-BASED PRACTICES

The Diocesan Catholic Schools will continue to focus on inquiry based learning. Inquiry based learning is based on the philosophy of constructivist learning, that students must be able to create their own understanding of concepts.

There are several levels to inquiry based learning. These range from no inquiry to open inquiry. When there is no inquiry, teachers tell the students the facts and they are expected to repeat these facts to prove their knowledge. Guided inquiry includes various levels of guidance from the teacher and in open inquiry, students are given the materials to learn with minimal teacher direction. The students are expected to create their own knowledge. This will lead them to a greater understanding and long-term retention of the material.

PRE-KINDERGARTEN (3-5 YEARS) STANDARDS.

Social and Emotional Development. The standards for Social and Emotional development involve behaviors that reflect children’s emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers. These standards include a focus on children’s developing abilities to regulate attention, emotions, and behavior, and to establish positive relationships with familiar adults and with peers. Research indicates that early skills of social competence and self-regulation are foundational to children’s long-term academic and social success (National Research Council, 2008). Strands in the social and emotional domain are Self and Relationships.

Strand – Self	
Topic 1 – Awareness and Expression of Emotion	
Standard Statements	Examples
PK.SE.1.1. Recognize and identify own emotions and the emotions of others.	<ul style="list-style-type: none"> • Tells teacher, “Juanita was sad because she thought her mom wasn’t coming.” • Identifies the emotion a character is feeling in a story.
PK.SE.1.2. Communicate a range of emotions in socially accepted ways.	<ul style="list-style-type: none"> • Expresses feelings through words, play or artistic representation. • Uses props, such as posters, puppets and dolls to assist in identifying and expressing emotions. • Manages negative emotions by telling peer, “I am mad because you took my book.” • Tells teacher, “I don’t like it when Angelica hits me.”
Topic 2 – Self Concept	
Standard Statements	Examples
PK.SE.2.1. Identify the diversity in human characteristics and how people are similar and different.	<ul style="list-style-type: none"> • Tells his teacher, “I’m a boy and my sister is a girl.” • Notices a child with a physical disability and responds with questions or curiosity.
PK.SE.2.2. Compare own characteristics to those of others.	<ul style="list-style-type: none"> • Communicates, “I have straight hair and she has curly hair.” • Says, “I have a mommy and daddy but Angie has a mommy and a grandma.”

Topic 3 – Self-Regulation

Standard Statements	Examples
<p>PK.SE.3.1. Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.</p>	<ul style="list-style-type: none">• Describes a personal accomplishment with delight.• Accepts reminder about play ending and cleans up.• Asks for teacher to help with computer game and waits until teacher finishes book to help him.• Moves from one activity to another with minimal adult support.• Withdraws to a quiet, safe place to calm down after an altercation with another child.• Follows the rules and routines in classroom and other settings with reminders.

Pre-Kindergarten (3-5 years)

Cognitive and General Knowledge. This domain includes those cognitive processes that enable all other learning to take place, as well as children’s knowledge of the social and physical world. This domain is organized into the strand, Cognitive Skills and those concepts and skills in sub- domains, Mathematics, Social Studies and Science.

Strand – Cognitive Skills Topic 1 – Memory

Standard Statements	Examples
<p>PK.CGK.1.1. Communicate about past events and anticipate what comes next during familiar routines and experiences</p>	<ul style="list-style-type: none"> • Communicates about his aunt’s visit last summer. • Anticipates what comes next in the schedule, for example retrieves blanket after lunch time. • Follows the route to the playground out of the building.
<p>PK.CGK.1.2. With modeling and support remember and use information for a variety of purposes</p>	<ul style="list-style-type: none"> • Retrieves toy from the block area and places it in the drawer by the kitchen, following adult’s two-step directions. • Communicates the idea he wanted to share even though the teacher didn’t call on him right away. • Completes a “Work Plan” in preparation for play, and reports how he accomplished his plan during review time.
<p>PK.CGK.1.3 Recreate complex ideas, event/situations with personal adaptations.</p>	<ul style="list-style-type: none"> • Sings simple, short phrases of new song in Spanish right after the teacher models. • Listens to the story of the Three Billy Goats Gruff, and then stomps around the room talking in a deep voice. • Looks at Van Gogh’s Sunflowers painting, holds her markers up to the original to try to match the colors, but paints the background pink. • Organizes a “play” of The Three Little Pigs with his friends, using pink and grey dress up clothes, pink markers to paint their noses, and squeaky voices when answering the knocks of the wolf.

Strand – Cognitive Skills
Topic 2 – Symbolic Thought

Standard Statements

Examples

PK.CGK.2.1. Demonstrate understanding that symbols carry meaning and use symbols to represent thinking.

- Places a STOP sign on the road in the block corner and stops the cars during play.
- Orders from “menu” in pretend play.
- Tells a story about making a snowman and draws a picture of his story and writes “snow” under the picture with his own symbols for representing that word.

PK.CGK.2.2. Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.

- Assigns her two friends the role of “cat” and “daddy,” and then makes herself the vet who fixes the broken leg, gives the cat some medicine, and tells daddy how to take care of the cat.
- Engages in pretend play, reenacting Goldilocks and the Three Bears, pretending to be little bear.
- Engages in pretend play, in which he is the doctor, and the other children are the patient and the nurse, and pretends to write prescriptions.

Strand – Cognitive Skills
Topic 3 – Reasoning and Problem Solving

Standard Statements	Examples
<p>PK.CGK.3.1. Demonstrate ability to solve everyday problems based upon past experiences.</p>	<ul style="list-style-type: none">• Moves glass away from the table and cautions her baby sister, “Be careful, if my glass falls off the table, it will break.”• Puts the large block on the bottom after repeatedly adding a large block on top of smaller blocks and watching the tower fall down.• Touches a bug and squeals when it moves away, and then cups hand to catch the bug.
<p>PK.CGK.3.2. Solve problems by planning and carrying out a sequence of actions.</p>	<ul style="list-style-type: none">• Counts the number of plates at the table, and then counts out that same number of napkins before setting the table for snack.• Retrieves glue, crayons and paper strips before sitting down at the table to make a paper chain.
<p>PK.CGK.3.3. Seek more than one solution to a question, problem, or task.</p>	<ul style="list-style-type: none">• While building the train track, tries to create a curve with four different track pieces, before asking for help.• Rotates the puzzle piece and tries different pieces until finding the piece that fits.

PK.CGK.3.2. Explain reasoning for the solution selected.

- Discusses the number of people who want some play dough, suggests methods for dividing it, and how they might determine if the pieces are all the same, when the teacher asks, “How can we divide this one tub of play dough so everyone has the same amount?”
- When discovering there were no more blocks, retrieves a set of markers, connects them together and places on top of blocks and explains how he uses them to make a chimney

Pre-Kindergarten (3-5 years)

Mathematics. The sub-domain of mathematics encompasses the mathematical concepts and skills that children develop during the birth-to-five-year period, including children's developing understanding of number and quantity, number relationships, and basic algebraic concepts. A meta-analysis conducted by Duncan and colleagues (2007) suggests that specific early math skills such as knowledge of numbers and ordinality are important predictors of later achievement in math and reading. The Mathematics sub-domain also addresses children's developing knowledge of key attributes of objects, including size and shape, and the way objects fit, are positioned, and move in space. The standards in the domain of mathematics are organized in four strands: Number Sense, Number Relationships and Operations; Algebra; Measurement and Data; and Geometry.

Strand – Number Sense

Topic 1 – Number Sense and Counting

Standard Statements	Examples
<p>PK.C-M.1.1. Count to 20 by ones with increasing accuracy.</p>	<ul style="list-style-type: none"> • Recites or signs the numbers 1-20 incompletely or with errors. • Chants, sings or signs 1-20 in order while marching.
<p>PK.C-M.1.2. Identify and name numerals 1-9.</p>	<ul style="list-style-type: none"> • Points to numerals in a book as the teacher names them. • Points to and names numerals on spinner while playing game.
<p>PK.C-M.1.3. Identify without counting small quantities up to 3 items (subitize)</p>	<ul style="list-style-type: none"> • Looks briefly at a picture and immediately communicates the quantity of up to three objects in the picture. • Identifies quantities up to three without counting during play and classroom routines (e.g., sorting bears, getting snack, etc.).
<p>PK.C-M.1.4. Demonstrate one to one correspondence when counting objects up to 10.</p>	<ul style="list-style-type: none"> • Counts the number of cars on the rug, “One, two, three, four, five, six.” • Counts out napkins for snack time, saying the number aloud as he puts each one on the table. • Accurately counts five crackers to match the picture in a rebus chart.

<p>PK.C-M.1.5. Understand that the last number spoken tells the number of objects counted.</p>	<ul style="list-style-type: none"> • Moves an equivalent number of steps indicated on a large number cube, during gross motor play. • When asked how many napkins he passed out for snack says, “Ten napkins.”
<p>PK.C-M.1.6. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.</p>	<ul style="list-style-type: none"> • Points to the set with six blocks when asked which set has more blocks, the set with five or the set with six. • Compares the number of letters in written names of two objects and indicates which word has more or fewer letters. • Responds to questions like, “Does Jason have as many crackers as Jasmine?”

Strand – Number Relationships and Operations
Topic 2 – Number Relationships

Standard Statements	Examples
<p>PK.C-M.2.1. Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.</p>	<ul style="list-style-type: none"> • Counts the number of boys and the number of girls present and then finds out how many children are there altogether. • Responds appropriately when asked, “Right now there are five people at our snack table. How many people will be here if Jenny comes?” • Participates in stories and rhymes involving addition and subtraction (e.g., “The Doorbell Rang,” “Ten in the Bed,” “Where is Thumbkin?”) • Counts the number of crackers left after everyone is served at snack. • Groups and counts the number of objects that are yellow and the number of objects that are blue.

Strand – Algebra Topic 1 – Group and Categorize	
Standard Statements	Examples
PK.C-M.3.1. Sort and classify objects by one or more attributes (size, shape, color, etc.)	<ul style="list-style-type: none"> • Sorts red and blue counting bears, and then sorts each group of bears by size. • Sorts blocks by size and shape for storing on block shelf, at clean-up time.
Strand – Algebra Topic 2 – Patterning	
Standard Statements	Examples
PK.C-M.4.1. Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	<ul style="list-style-type: none"> • Follows pattern for placing utensils and plates on table in preparation for lunchtime. • Uses colored pattern blocks to copy a pattern picture. Extends a pattern started by another. • Finds and identifies patterns in the environment.
PK.CGK.4.2. Create patterns	<ul style="list-style-type: none"> • Builds a road alternating long and short unit blocks. • Orders colored bears in red, blue, yellow; red, blue, yellow pattern.

Strand – Measurement and Data Topic 1 – Describe and Compare Measurable Attributes	
Standard Statements	Examples
PK.C-M.5.1. Describe and compare objects using measurable attributes (length, size, capacity and weight)	<ul style="list-style-type: none"> • Compares shoe sizes to see who has the bigger or smaller shoe. • Sorts and classifies objects and can explain the sorting criteria (e.g., one rock is heavier than the other; one pencil is longer, etc.).
PK.C-M.5.2. Order objects by measurable attributes (biggest to smallest)	<ul style="list-style-type: none"> • Places the different sized plates from biggest to smallest on the table. • Orders blocks by height, tallest to shortest while building his “town” in the block area.
PK.C-M.5.3. Measure length and volume (capacity) using non-standard or standard measurement tools.	<ul style="list-style-type: none"> • Measures how many paper clips it takes to be as long as a pencil. • Measures how many small containers it takes to fill one large container at the sand table.
<ul style="list-style-type: none"> • Strand – Measurement and Data • Topic 2 – Data Analysis 	
Standard Statements	Examples
PK.C-M.6.1. Collect data by categories to answer simple questions.	<ul style="list-style-type: none"> • Sorts the red bears and the blue bears. • Counts to see which group has more. Counts how many children said they have a pet and how many said they do not have a pet. • Counts the number of apples in each column of the graph, and concludes, “More children like red apples.”

Strand – Geometry Topic 1 – Spatial Relationships	
Standard Statements	Examples
<p>PK.C-M.7.1. Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, in front of/behind and next to.</p>	<ul style="list-style-type: none"> • Communicates, “My toy fell under the table,” or “I left my ball outside,” or “Sit down beside me.” • Navigates an obstacle course when the teacher says, “Go under the bridge, and then go around the climber.” • Says, “My dad keeps the car inside the garage.” • Builds simple but meaningful “maps” using blocks and toys such as trees, cars, houses, and describes relative positions. (e.g., “The truck is beside the road.” “The dog is behind the house.”).
<ul style="list-style-type: none"> • Strand – Geometry • Topic 2 – Identify and Describe Shapes 	
Standard Statements	Examples
<p>PK.C-M.8.1. Understand and use names of shapes when identifying objects.</p>	<ul style="list-style-type: none"> • Points and names the circle, square, rectangle and triangle shapes while working with puzzles. • Identifies different shapes that are called out loud, while playing a game of shape bingo. • Asks a friend, “Can I have another square block?”
<p>PK.C-M.8.2. Name three dimensional objects using informal, descriptive vocabulary (e.g., “cube for box, “ice cream cone” for cone, “ball” for sphere, etc.)</p>	<ul style="list-style-type: none"> • Refers to a cube as a “box.” • Calls the cone “ice cream cone.” • Calls a sphere a “ball.”

- Strand – Geometry
- Topic 3 – Analyze, Compare and Create Shapes

Standard Statements	Examples
<p>PK.C-M.9.1. Compare two-dimensional shapes, in different sizes and orientations, using informal language.</p>	<ul style="list-style-type: none"> • Locates two-dimensional geometric shapes of differing size and orientation in the classroom environment. • Answers questions like, “How do you know the shape is a triangle?” by describing the number of “lines” and “points.” • Identifies two-dimensional shapes by feel in a “feely box.” • Identifies a triangle whether sitting on its base or on its point.
<p>PK.C-M.9.2. Create shapes during plan by building, drawing, etc.</p>	<ul style="list-style-type: none"> • Draws a picture of his house using some basic shapes such as a rectangle for the building and a triangle for the roof and a circle for the sun. • Creates symmetrical block structures. • Draws shapes from memory.
<p>PK.C-M.9.3. Combine simple shapes to form larger shapes.</p>	<ul style="list-style-type: none"> • Uses blocks to create larger shape structures. • Manipulates pattern blocks to form larger shapes. • Describes the shapes used to create new shapes.

Pre-Kindergarten (3-5 years)

Social Studies. The sub-domain of social studies includes basic skills and competencies that set the foundation for learning about concepts of social science. At a young age, children begin to develop their social identity and to think about their place in the social world. As they grow, they develop an increased awareness of their personal histories and heritage, and a sense of time and place. Through everyday interactions with children and adults, they develop an appreciation for rights and responsibility within a group, and how social rules help people in promoting safety and fairness (Mindes, 2005). Such competencies are described in the domain of Social Studies under the following strands: History; Geography; Government; and Economics.

Strand – History

Topic 1 – Historical Thinking and Skills

Standard Statements	Examples
<p>PK.C-SS.1.1. Demonstrate an understanding of time in the context of daily experiences</p>	<ul style="list-style-type: none"> • Tells her mom that her friend was sick yesterday and not at school. • Labels the day, “Swim day,” or, “Field trip day,” when talking to his friend at snack. • Reminds substitute teacher that they go on the playground after snack in the morning. • Shows the new boy in the class the picture schedule so he will know what comes next.
<p>PK.C-SS.1.2. Develop an awareness and appreciation of family cultural stories and traditions</p>	<ul style="list-style-type: none"> • Looks at the classroom photo album, points to grandma and tells the teacher about how she rocked him when he was a baby. • Tells his friend about going to the park for a picnic with his family while playing in the sensory table. • Asks her mama to tell “her born story” on her birthday. • Shares that when he was a baby, he wore diapers, but he’s not a baby anymore.

Strand – History Topic 2 – Heritage	
Standard Statements	Examples
PK.C-SS.2.1. Develop an awareness of his/her personal history	<ul style="list-style-type: none"> • Imitates making one of his family’s traditional desserts while playing in the kitchen area. • Participates in re-enacting different holiday traditions during dramatic play.
Strand – Geography Topic 3 – Spatial Thinking and Skills	
Standard Statements	Examples
PK.C-SS.3.1. Demonstrate a beginning understanding of maps as actual representations of places	<ul style="list-style-type: none"> • Includes representations of roads, buildings, bodies of water during block play. • Draws a map. • Goes on a “bear hunt” using a map. • Drive cars along a road on a map.
Strand – Geography Topic 2 – Human Systems	
Standard Statements	Examples
PK.C-SS.4.1. Identify similarities and differences of personal, family, and cultural characteristics, and those of others.	<ul style="list-style-type: none"> • Asks the teacher why her skin is pink and her friend’s skin is brown. • Makes a self-portrait that includes his body parts and clothing, and states, “I have black hair and Catherina has brown hair.” • Tells the teacher, “I speak Spanish at home.” Or, “I live with my mom and my grandma, but Casey lives with his mom and his dad.”

Strand – Government
Topic 1 – Civic Participation and Skills

Standard Statements

Examples

PK.C-SS.5.1. Understand that everyone has rights and responsibilities within a group.

- Participates in group vote on what to name the guinea pig.
- Offers to be a class buddy for a new boy in the room.
- Lets the teacher know there is a broken toy in the room.
- Shows concern for his classmate who has trouble getting on the playground because he uses braces.
- Reminds another child to put a plastic bottle in the recycle container.

PK.C-SS.5.2. Demonstrate cooperative behaviors and fairness in social interactions.

- Helps a friend rebuild a block tower when it accidentally falls over.
- Works with a friend in the sensory table to fill a bottle with water.

PK.C-SS.5.3. With modeling and support, negotiate to solve social conflicts with peers.

- Creates a waiting list to take turns at the computer, with adult support.
- Tells a friend, “Give it back, he had it first,” when she takes a book from another child.
- Tells his friends, “You will be the cashier and you can be the shopper and then you can switch.”

<p>PK.C-SS.5.4. With modeling and support, demonstrate an awareness of the outcomes of choices.</p>	<ul style="list-style-type: none"> • Tells a friend to hold onto the swing so they won't fall. • Asks for his coat when he's outside and didn't bring his coat. • Says, "I'm hungry. I wish I would have eaten my snack," after choosing not to eat during snack time.
<p>Strand – Government Topic 2 – Rules and Laws</p>	
<p>Standard Statements</p>	<p>Examples</p>
<p>PK.C-SS.6.1. With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</p>	<ul style="list-style-type: none"> • Participates in creation of classroom rules. • Tells a classmate to stop throwing blocks because one could hit a friend. • During dramatic play asks a friend, "Can I have a turn playing with the doll when you are all done?"
<p>Strand – Economics Topic 1 – Scarcity</p>	
<p>Standard Statements</p>	<p>Examples</p>
<p>PK.C-SS.7.1. Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.</p>	<ul style="list-style-type: none"> • Notices that the red paint is gone and asks the teacher to get more out of the supply closet. • Offers to share the sponge in the water table when there is only one available. • Tells his friend that there are only two books about cars in the book area and that he has to pick one.

Strand – Economics
Topic 2 – Production and Consumption

Standard Statements

PK.C-SS.8.1. With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.

Examples

- Makes a grocery list during dramatic play, puts purse over her shoulder and says, “I have to go to the grocery store.”
- Helps to take care of tomato plant in classroom and then assists in making salsa for snack when tomatoes are ripe.

PK.C-SS.8.2. With modeling and support, demonstrate responsible consumption and conversation of resources.

- Tells the teacher that his family went to the apple orchard to pick apples and when they got home they made applesauce with them. Tells a new classmate at snack not to take too many crackers so they aren’t thrown away

Pre-Kindergarten (3-5 years)

Science. This sub-domain focuses on children’s curiosity to explore and learn about their environment. It includes behaviors of exploration and discovery, and fundamental conceptual development such as problem solving and cause and effect. These early behaviors develop into increasingly systematic inquiry skills, and the ability to observe, investigate and communicate about the natural environment, living things, and objects and materials (Gelman and Brenneman, 2004). Early competencies in science are organized in four key strands: Science Inquiry and Application; Earth and Space Science; Physical Science; and Life Science.

Strand – Science Inquiry and Application Topic 1 – Inquiry

Standard Statements	Examples
PK.C-S.1.1. Explore objects, materials and events in the environment	<ul style="list-style-type: none">• Tries different combinations of blocks to build a tall tower.• Uses moist clay to make two pieces stick together.• Watches the birds at the birdfeeder.• Observes that the wind blows the snow across the playground.
PK.C-S.1.2. Make careful observations	<ul style="list-style-type: none">• Observes a bird on the grass and says, “That bird is eating a worm!”• Tells his mother, “The sunflowers we planted are almost as tall as me now.”• Says to a friend, “The cars and houses got smaller and smaller when we took the airplane to visit my dad.”
PK.C-S.1.3. Pose questions about the physical and natural environment	<ul style="list-style-type: none">• Asks why the ant hill on the playground is bigger today than it was yesterday.• Listens intently to the voice on the classroom intercom and then asks if it is a phone.• Asks, “How did the caterpillar become a cocoon? “

<p>PK.C-S.1.4. Engage in simple investigations.</p>	<ul style="list-style-type: none"> • During the garden project, investigates which plants grew better, those planted in the shade or those planted in the sun. • Engages in an investigation of the properties of sound: loud/soft (volume), high/low (pitch).
<p>PK.C-S.1.5. Describe, compare, sort, classify, and order.</p>	<ul style="list-style-type: none"> • Says, “The guinea pig’s fur is brown with white spots.” • Strokes the guinea pig and the bunny and comments that the bunny’s fur is softer. • Notices and comments that the sand in the sun is easier to sift than the sand in the shade. • Sorts all the shells from the rocks in the basket on the nature table. • Orders the shells from smallest to largest.
<p>PK.C-S.1.6. Record observations using words, pictures, charts, graphs, etc.</p>	<ul style="list-style-type: none"> • Draws a picture of the bird eating a worm. • Takes a clipboard on a nature walk to record observations. • Photographs moss on the side of a tree. • Tells a friend that the moon was a whole circle last night and a lot of times it’s only part of a circle and expresses interest in why it is different. • Explains that when they plucked rubber bands of different lengths strung across a shoebox, they made different sounds.
<p>PK.C-S.1.7. Use simple tools to extend investigation.</p>	<ul style="list-style-type: none"> • Uses a measuring cup to measure out the flour needed to bake muffins or tortillas. • Asks for a magnifying glass to view parts of a flower. • Marks height on a growth chart with adult’s assistance.

<p>PK.C-S.1.8. Identify patterns and relationships.</p>	<ul style="list-style-type: none"> • States, “At night it gets dark and we go to sleep and, in the morning, it gets light so we wake up.” • Makes the observation that in the winter it snows, but where her grandma lives in Florida it does not. • States, “I like to eat peanut butter and jelly for lunch, but John and Lisa can’t eat it because it makes them sick.”
<p>PK.C-S.1.9. Make predictions.</p>	<ul style="list-style-type: none"> • Provides responses when asked, “What do you think will happen to the ice cubes if we leave them on the counter?” • After assisting his grandfather with feeding the hens states, “I think the chicken eggs will be hatched when we come out here tomorrow.” • States, “Tasha’s sister took two steps today. I bet she’ll take three tomorrow.” • Predicts which toy car will go faster, one rolling down a sharp incline or a car rolling down a slight incline.
<p>PK.C-S.1.10. Make inferences, generalizations and explanations based on evidence.</p>	<ul style="list-style-type: none"> • On a windy day, observes that the leaf pile is gone and infers, “The leaves blew away.” • Observes that his classmate is absent and infers, “Marcos is out sick today.” • Observes that the ground is wet and states, “It rained last night.”

<p>PK.C-S.1.11. Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods. (e.g., pictures, words, dramatizations)</p>	<ul style="list-style-type: none"> • Helps make a graph that demonstrates the length of his shadow that was measured in the morning and in the late afternoon, to compare which one is bigger. • Draws pictures of the birds that visit two different bird feeders on the playground, making a distinction between the color and size of the birds which eat from each feeder. • Takes pictures of the same tree on the playground at different times of the year and discusses how the tree changes over time.
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Strand – Earth and Space Science
Topic 1 – Explorations of the Natural World

Standard Statements	Examples
<p>PK.C-S.2.1. With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time. (e.g., soil, weather, sun and moon).</p>	<ul style="list-style-type: none"> • Notices how melting snow creates craters and gullies that change the landscape of the playground. • While on the playground, notices that he can see the moon even though it is day. • Notices that the sun moves in the sky during the course of the day. • Comments about the wind blowing the flag on top of the playground structure. • Uses language (either verbal or sign language) to describe characteristics of the weather during different times of the year. • Predicts what will happen to snow when the temperature rises.

<p>PK.C-S.2.2. With modeling and support, develop understanding of the relationships between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment</p>	<ul style="list-style-type: none"> • Expresses concern for the birds in winter and suggests a class bird feeding project. • Explains how he goes to the recycle plant with his dad to deposit the family’s paper, glass, and metal trash. • Draws a picture of how food grows (e.g., apples grow on trees, corn grows in the ground). • Categorizes natural objects as those that we can eat and those that we can’t eat (e.g., can eat plants, can’t eat rocks). Identifies the harmful consequences of a forest fire.
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Strand – Physical Science
Topic 1 – Explorations of Energy

Standard Statements	Examples
<p>PK.C-S.3.1. With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).</p>	<ul style="list-style-type: none"> • Observes what happens when ice melts in the sensory table. • Makes ice cream for dessert at lunch.
<p>PK.C-S.3.2. With modeling and support, explore the position and motion of objects.</p>	<ul style="list-style-type: none"> • Notices that the higher the incline of the ramp, the farther the toy car rolls. • Engages in play in the block area with ramps, pulleys, wheels, levers, etc. • Discovers that some magnets “pull” together and some magnets “push” apart.
<p>PK.C-S.3.2. With modeling and support, explore the properties and characteristics of sound and light.</p>	<ul style="list-style-type: none"> • Explores the classroom musical instruments and sorts them into categories by how the sound is produced. (e.g., those that make sound by striking, shaking, blowing). • Explores the transparent properties of a variety of materials on the light table. • Engages in an investigation of shadows.

Strand – Life Science
Topic 1 – Exploration of Living Things

Standard Statements	Examples
<p>PK.C-S.4.1. With modeling and support, identify physical characteristics and simple behaviors of living things.</p>	<ul style="list-style-type: none"> • Says, “Birds have feathers and mammals have fur.” • Says, “My dog had puppies!” • Watches a spider spin her web. Recognizes the similarities between a pony and a horse.
<p>PK.C-S.4.2. With modeling and support, identify and explore the relationship between living things and their environments. (e.g., habitats, food, eating habits, etc.).</p>	<ul style="list-style-type: none"> • Matches authentic pictures of different habitats to the things that occupy them (e.g., people live in houses, worms live in the ground, fish live in the water). • Says, “Some dinosaurs were meat eaters and some ate plants.” • Discusses the differences between habits of tortoises and turtles. Says, “Owls hunt at night.”
<p>PK.C-S.4.3. With modeling and support, demonstrate knowledge of body parts and bodily processes. (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p>	<ul style="list-style-type: none"> • Observes that the class pet guinea pig eats, drinks water and sleeps just like people do. • While watching the angel fish in the aquarium, observes the gills and explains, “That is how the fish breathes under water.” • Matches animal parts (e.g., a duck’s feet, a rabbit’s ears, a cat’s tail) to the correct animal. • Identifies the nose and mouth as parts of the body that humans use to breathe.

<p>PK.C-S.4.4. With modeling and support, demonstrate an understanding that living things change over time. (e.g., lifecycles)</p>	<ul style="list-style-type: none"> • Studies his baby pictures and explains how he used to be a baby but now he’s big. • Places in sequence pictures of the life cycle of a butterfly from caterpillar to chrysalis/cocoon to butterfly. Matches pictures of familiar baby animals to adult animals. • Orders correctly a series of pictures of plant’s growth (e.g., from a seed, to a seedling, to a mature plant). • Describes what happens to a human from infancy to adulthood (e.g., begins life as a baby, grows into a child, matures into an adult).
<p>PK.C-S.4.5. With modeling and support, recognize similarities and differences between people and other living things.</p>	<ul style="list-style-type: none"> • Observes that animals have fur and people do not. • Points to a goose and says, “It looks like a duck.” • States, “Some bears are brown, some are black and Polar bears are white!”

Pre-Kindergarten (3-5 years)

Language and Literacy. The standards for language and literacy reflect knowledge and skills fundamental to children’s learning of language, reading and writing. Young children’s language competencies pertain to their growing abilities to communicate effectively with adults and peers, to express themselves through language, and to use growing vocabularies and increasingly sophisticated language structures. Early literacy skills include children’s developing concepts of print, comprehension of age-appropriate text, phonological awareness, and letter recognition. Research has identified early skills of language and literacy as important predictors for children’s school readiness, and their later capacity to learn academic knowledge (National Early Literacy Panel, 2008). The Language and Literacy domain consists of the following strands: Listening and Speaking, Reading and Writing.

Strand – Listening and Speaking Topic 1 - Receptive Language and Communication

Standard Statements	Examples
<p>PK.LL.1.1. Demonstrate understanding of increasingly complex concepts and longer sentences.</p>	<ul style="list-style-type: none"> • Says to a friend, “Miss Lisa says it’s time to clean up.” • Retrieves own book out of own cubby and adult’s book off the shelf when adult requests, “Please get your truck book and my truck book for naptime.”
<p>PK.LL.1.2. Asks the meaning of words.</p>	<ul style="list-style-type: none"> • Asks, “What’s a creek?” when the teacher reads the word in a story. • Asks questions about how furniture can be a chair, a table and a bed.
<p>PK.LL.1.3 Follow two-step directions or requests.</p>	<ul style="list-style-type: none"> • Responds to directions such as, “Place the book on the shelf and put your coat on so we can go outside.”

Topic 2 – Expressive Language

Standard Statements	Examples
<p>PK.LL.2.1. Uses language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek out new information.</p>	<ul style="list-style-type: none"> • Shares experiences in a statement such as, “I have a new, black puppy and it tickles when he licks my face!” • Exhibits an understanding of abstract language in statements such as, “Red and blue are both colors.” Or, “I can tell you’re happy because you’re smiling.” • Exhibits problem-solving and reasoning in statements such as, “It’s raining so we’ll play in the gym today.” Or, “Maybe if we move our chairs together, like this, we can both see the book.” • Makes a prediction such as, “I think the old man will catch that gingerbread man.” • Seeks new information by asking questions like, “What’s for lunch today?” Or, “Where are we going?”
<p>PK.LL.2.2 Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)</p>	<ul style="list-style-type: none"> • Modulates voice intonation and volume appropriate to the situation (e.g., Uses “inside” quieter voice in the classroom and a louder “outside” voice on the playground). • Accurately pronounces most words but vocabulary contains some errors (e.g., “kepitch” for “ketchup” or “pusgetti” for “spaghetti”). • Verbalizes why she is upset such as, “I’m sad when my mom goes to work.” Or, “I’m scared when it thunders.”
<p>PK.LL.2.3 Describe familiar people, places, things and experiences.</p>	<ul style="list-style-type: none"> • Describes a trip to the airport to pick up grandma. • Looks in a mirror and describes her features.
<p>PK.LL.2.4 Use drawings or other visuals to add details to verbal descriptions.</p>	<ul style="list-style-type: none"> • Passed a photograph around the circle during show and tell as he describes his new puppy. • Points out the “ice-berg detector” on his drawing of the Titanic.

<p>PK.LL.2.5 With modeling and support, use the conventions of standard English. (Grammar) -Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). -Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). -Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> • Says, “My grandma’s cat had babies, and I get to pick out one of the kittens for my very own!” • Says, “I made three wishes when I blew out my birthday candles.” • Asks, “When is lunch?” or “Why isn’t Abby at school today?” • Says, “I can put my coat on and take it off by myself.” • Says, “I had macaroni and cheese for dinner last night,” during sharing time.
<p>PK.LL.2.6 With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)</p>	<ul style="list-style-type: none"> • Uses the term “magnify” in the science area after listening to an informational book on science tools. • Explains the need for a “tape measure” in the block area after a conversation about the tools used by construction workers.
<p>PK.LL.2.7 With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)</p>	<ul style="list-style-type: none"> • Identifies a picture of a Tyrannosaurus and a Stegosaurus, while reading a new book about dinosaurs. • Uses the word colander in the kitchen area after hearing the teacher explain and demonstrate how to use the colander to drain the grapes for snack. • Generalizes that blue jays and robins are parrots.
<p>PK.LL.2.8 Identify real-life connections between words and their use. (Vocabulary)</p>	<ul style="list-style-type: none"> • Mentions that all the furniture in the doll house is small. • Explains the need for the circle cookie cutter while playing at the clay table.
<p>PK.LL.2.9 With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)</p>	<ul style="list-style-type: none"> • Gathers a fire truck, car and a motorcycle when the teacher suggested they might put some vehicles in the block city. • Places the corn, carrots and broccoli in one basket, an apple, banana and orange into another basket and says, “These are vegetables and these are fruits.” • Says, “Green means go and red means stop!” • Says, • “The tortoise is slow, the rabbit is fast.” Demonstrates walking and marching during music and movement time.

Topic 3- Social Communication	
PK.LL.3.1 With modeling and support, follow typical patterns when communicating with other (e.g., listen to others, take turns talking and speaking about the topic or text being discussed).	<ul style="list-style-type: none"> Contributes to the conversation about how to care for the new class pet. Suggests they might see a turtle in the pond, while listing all the things the class might find on a nature walk.
PK.LL.3.2 With modeling and support, continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> Engages in conversation with an adult about his new cat and why his name is Mittens. Engages in role-related conversations during pretend play.
Strand-Reading Topic 4 - Reading Comprehension	
PK.LL.4.1 Ask and answer questions, and comment about characters and major events in familiar stories.	<ul style="list-style-type: none"> After reading <i>The Three Bears</i> says, “Goldie Locks will be in trouble!” Responds to open-ended questions posed about the story during shared reading (why, how, prediction, cause/effect).
PK.LL.4.2 Retell or re-enact familiar stories.	<ul style="list-style-type: none"> “Reads” the book to a friend after hearing the story. Uses flannel-board pieces or picture cards to tell the sequence of events in the story. Uses props and acts out <i>The Three Bears</i> during dramatic play, after the teacher reads the story
PK.LL.4.3 Identify characters and major events in a story.	<ul style="list-style-type: none"> Identifies the characters in the book when the teacher points to the picture. Identifies the three pigs and the wolf in <i>The Three Little Pigs</i>, and relates how the pigs outsmarted the wolf.
PK.LL.4.4 Demonstrate an understanding of the differences between fantasy and reality.	<ul style="list-style-type: none"> Describes talking dogs, singing flowers as “only pretend.” Explains that Corduroy the bear is not real after hearing the story being read.
PK.LL.4.5 With modeling and support, describe what part of the story the illustration depicts.	<ul style="list-style-type: none"> Talks about the picture when sharing a book. Responds to questions about the illustrations.

<p>PK.LL.4.6 With modeling and support, name the author and illustrator of a story and what part each person does for a book.</p>	<ul style="list-style-type: none"> • Verbalizes that the author writes the book and the illustrator makes the pictures. • Mentions that Eric Carle is both the author AND the illustrator in his books.
<p>PK.LL.4.7 With modeling and support, identify the topic of an informational text that has been read aloud.</p>	<ul style="list-style-type: none"> • Responds correctly when asked, “What’s this book about?” • Answers questions about caterpillars, after listening to an informational book on caterpillars.
<p>PK.LL.4.8 With modeling and support, describe, categorize and compare and contract information in informational text.</p>	<ul style="list-style-type: none"> • Sequences a series of picture cards to describe how a caterpillar becomes a butterfly, after listening to a book about butterflies. • Communicates the difference between the fire engine and the ladder truck, after reading a book about a fire station.
<p>PK.LL.4.9 With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).</p>	<ul style="list-style-type: none"> • Compares the illustrations in two books about the zoo, and notices that one uses photographs and the other uses drawings of the animals. • Uses several books about the firehouse to find out what will be needed on the fire engine the class is building, during the fire engine project.
<p>PK.LL.4.10 Actively engage in group reading with purpose and understanding.</p>	<ul style="list-style-type: none"> • Asks for a favorite book to be read aloud. • Listens attentively as the teacher reads, and giggles at the trouble The Cat in the Hat causes. • Participates in reciting rhymes and finger plays using accompanying gestures.
<p>Topic 5- Fluency</p>	
<p>PK.LL.5.1 With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.</p>	<ul style="list-style-type: none"> • Chants along during a shared reading of Chicka, Chicka, Boom Boom. • Makes a “growly” voice when reciting, “I’ll huff and I’ll puff and I’ll blow your house down!” during a shared reading of The Three Little Pigs. • Pauses appropriately to turn the page when pretending to read out loud

Topic 6- Print Concepts	
PK.LL.6.1 Demonstrate an understanding of basic conventions of print in English and other languages.	<ul style="list-style-type: none"> • Follows words from left to right and top to bottom. • Leaves spaces between strings of letters when writing a “sentence” about the book.
PK.LL.6.2 Orient books correctly for reading and turn pages one at a time.	<ul style="list-style-type: none"> • Holds the book right-side up with front cover facing toward herself. Turns pages one at a time from front to back.
PK.LL.6.3 Demonstrate an understanding that print carries meaning.	<ul style="list-style-type: none"> • Orders from a menu during pretend play. • Pointing to the text in a new book asks, “What does that say?” “Writes” a journal entry and “reads” it to the other children.
Topic 7- Phonological Awareness	
PK.LL.7.1 With modeling and support, recognize and produce rhyming words.	<ul style="list-style-type: none"> • Identifies rhyming words in familiar stories, poems, songs and words. • Plays with rhyme and makes up nonsense rhyming words. • Finishes the rhyme, “Jack and Jill went up the _____.”
PK.LL.7.2 With modeling and support, recognize words in spoken sentences.	<ul style="list-style-type: none"> • Claps for each word in the sentence, “Bob sold his bike.” • Takes a step for each word in the sentence, “The ball is red and round.”
PK.LL.7.3 With modeling and support, identify, blend and segment syllables in spoken words. With modeling and support, orally blend and segment familiar compound words.	<ul style="list-style-type: none"> • Responds “apple” and “baby” when listening to an adult separate and distinctly articulate individual syllables “ap-ple” or “ba-by.” • Chants and claps the syllables in classmate’s names and other words. • Chants the two words of a compound word (“dog-house”) and the child responds, “Doghouse.” • The teacher asks, “If I take ‘snow’ out of ‘snowman,’ what’s left?” and the child responds, “Man!”

<p>PK.LL.7.4 With modeling and support, blend and segment onset and rhyme in single-syllable spoken words.</p>	<ul style="list-style-type: none"> • Correctly identifies the cup when the teacher asks for the “c-up.” • Substitutes different beginning sounds in classmates’ names while playing a “name game” with the teacher.
<p>PK.LL.7.5 With modeling and support, identify initial and final sounds in spoken words.</p>	<ul style="list-style-type: none"> • Identifies initial sound of name and leaves the circle when the teacher invites all the children whose names begin with the /d/ sound to play. • Locates things in the environment that begin with the /p/ sound while playing a “sound search” game. • Repeats words and identifies the common initial sound (e.g., baby, ball, and bottle). • Repeats words and identifies the common final sound (e.g., Matt, kite, boat)
<p>Topic 8- Letter and Word Recognition</p>	
<p>PK.LL.8.1 With modeling and support, recognize and "read" familiar words or environmental print.</p>	<ul style="list-style-type: none"> • Reads his book made from the front panels of cereal boxes, soup can labels and restaurant logos. • Recognizes “Walmart” on the paper he is cutting.
<p>PK.LL.8.2 With modeling and support, recognize and name some uppers and lower case letters in addition to those in first name.</p>	<ul style="list-style-type: none"> • Picks out and names familiar letters while looking at books. • Names the letters as he assembles the alphabet puzzle
<p>PK.LL.8.3 With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be names and identified.</p>	<ul style="list-style-type: none"> • Identifies the letters she knows in a story or classroom poster. • Names the letters of her first name while playing “school” in the dramatic play center. • Differentiates numerals from letters, by sorting all the numbers from the magnetic letters and numbers and placing them on the magnetic board
<p>PK.LL.8.4 With modeling and support, recognize the sounds associated with letters.</p>	<ul style="list-style-type: none"> • Identifies that “Bobby” and “Billy” start with the same sound and letter. Plays with letter /sound relationships in songs, rhymes and stories. • Plays with letter/sound relationships using magnetic letters, alphabet puzzles, games, writing letters in the sand table, etc

Strand-Writing Topic 9- Writing Process	
PK.LL.9.1 Use a 3-finger grasp of dominant hand to hold a writing tool.	<ul style="list-style-type: none"> • Holds a pencil when writing differently than a marker when drawing. • Experiments with writing with either hand and uses the hand that is more comfortable
PK.LL.9.2 Demonstrate an understanding of the structure and function of print.	<ul style="list-style-type: none"> • Uses a combination of scribbles, shapes, drawings and letters when writing. • Writes a series of lines and symbols that look like letters. • Draws a picture and makes marks as a caption or label. • Copies words found in the environment.
PK.LL.9.3 With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	<ul style="list-style-type: none"> • Incorporates letters and familiar words into drawings and other artwork. • Writes using invented spelling (e.g., rak (rake) or trk (truck)).
PK.LL.9.4 With modeling and support, demonstrate letter formation in "writing."	<ul style="list-style-type: none"> • Forms some letters correctly during writing, although some letters may sometimes be formed backwards, or upside down.
PK.LL.9.5 With modeling and support, show awareness that one letter or cluster of letters represents one word.	<ul style="list-style-type: none"> • Captions a drawing of his cat using groups of letters with spaces between the groups. • Incorporates her name, and her friend's name under the picture of the two girls playing on the swing.
Topic 10- Writing Applications and Composition	
PK.LL.10.1 "Read" what they have written.	<ul style="list-style-type: none"> • Reads journal entry to the teacher. • Makes a book about dancing and reads it to a friend
PK.LL.10.2 With modeling and support, notice and sporadically use punctuation in writing.	<ul style="list-style-type: none"> • Places a period at the end of his name. Incorporates periods and exclamation marks in writing. • Notices a question mark while looking at a book, and copies it while working in the writing center.

<p>PK.LL.10.3 With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).</p>	<ul style="list-style-type: none"> • Uses a pad and pencil to take a friend’s order in the dramatic play restaurant. • Makes a get well card for a sick friend. • Uses a clipboard and pencil to survey the class to find out who has a pet and who does not.
<p>PK.LL.10.4 With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)</p>	<ul style="list-style-type: none"> • Makes a book entitled My Favorite Dinosaurs. • “Writes” a thank-you note to let the cook know he liked the macaroni and cheese at lunch. • ‘Writes” a note to the afternoon teacher explaining that she would prefer that her cot be located in the house corner for nap. • Documents observations of the ant farm
<p>PK.LL.10.5 With modeling and support, discuss and respond to questions from others about writing/drawing.</p>	<ul style="list-style-type: none"> • Answers questions about the drawing she made of her house and barn. • Discusses a family trip to an art museum after the teacher asks him about his journal entry.
<p>PK.LL.10.6 With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.</p>	<ul style="list-style-type: none"> • Consults a variety of books on dinosaurs to create a book entitled, My Favorite Dinosaurs. • Asks the teacher to help find other books or use the computer to find out more about spiders.
<p>PK.LL.10.7 With modeling and support, explore a variety of digital tools to express ideas.</p>	<ul style="list-style-type: none"> • Uses the class camera to record the growth of the class garden. • Asks for help searching the internet for pictures of dinosaurs so he can illustrate his book entitled My Favorite Dinosaurs

Pre-Kindergarten (3-5 years)

Approaches Toward Learning. Approaches Toward Learning centers on the foundational behaviors, dispositions, and attitudes that children bring to social interactions and learning experiences. It includes children’s initiative and curiosity, and their motivation to participate in new and varied experiences and challenges. These behaviors are fundamental to children’s ability to take advantage of learning opportunities, and to set, plan, and achieve goals for themselves. This domain also includes children’s level of attention, engagement, and persistence as they do a variety of tasks. These factors are consistent predictors of academic success (Duncan et al., 2007). Finally, children’s creativity, innovative thinking and flexibility of thought allow them to think about or use materials in unconventional ways, and to express thoughts, ideas and feelings in a variety of media. The standards in the domain Approaches Toward Learning are organized in the following strands: Initiative; Engagement and Persistence; and Creativity.

Strand – Initiative Topic 1 – Initiative and Curiosity

Standard Statements	Examples
<p>PK.ATL.1.1 Seek new and varied experiences and challenges (takes risks).</p>	<ul style="list-style-type: none"> • Puts materials together in new ways to test results. • Climbs to the top of the climber to ring the playground bell. • Approaches new materials in a classroom with interest. • Joins in a peer-created game or activity.
<p>PK.ATL.1.2 Demonstrate self-direction while participating in a range of activities and routines.</p>	<ul style="list-style-type: none"> • Follows classroom routine and anticipates what happens next independently, or with the use of classroom pictures prompts. • Puts away books or other materials where they belong when finished. • Self-selects a variety of activities during free choice.

<p>PK.ATL.1.3 Ask questions to seek explanations about phenomena of interest.</p>	<ul style="list-style-type: none"> • Asks others for information, “Why are you here?” • Asks, “Why?” to gain information about how the world works. “Why is the moon round?” • Sees a worm and wonders, “Why does it keep moving?” • While looking through a picture book on mammals, asks the teacher questions about the chimpanzees in the picture.
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Topic 2 – Planning, Action and Reflection

Standard Statements	Examples
<p>PK.ATL.2.1 Develop, initiate, and carry out simple plans to obtain a goal.</p>	<ul style="list-style-type: none"> • Considers the materials needed, obtains the materials, and then creates. • Selects art materials at the art table to use for a collage.
<p>PK.ATL.2.2 Use prior knowledge and information to assess inform, and plan for future actions and learning.</p>	<ul style="list-style-type: none"> • After sending a variety of shape toys down a ramp, begins to select round objects more frequently, noting that round objects roll more easily. • Expresses intention and interests, (e.g., “I want to work in the block area again today. I brought a car for the road.”) • Describes several solutions to reach a goal, and weighs the pros and cons of each option.

Strand – Engagement and Persistence Topic 3 – Attention	
Standard Statements	Examples
PK.ATL.3.1 Focus on an activity with deliberate concentration despite distractions.	<ul style="list-style-type: none"> • Continues with a high interest activity when children are playing nearby. • Says, “I’ll play with you later, “ while continuing to engage in activity. • Continues building with blocks when other children play with cars on the rug. • Focuses on his own book, retelling the story while turning the pages, despite distractions.
Topic 4 – Persistence	
Standard Statements	Examples
PK.ATL.4.1 Carry out tasks, activities, projects or experiences from beginning to end.	<ul style="list-style-type: none"> • Comes back to a task and continues with it. • Maintains interest in a project or activity over a period of time. • Says, “Can we please finish this game first?” when it is time to clean up.
PK.ATL.4.2 Focus on the task at hand even when frustrated or challenged.	<ul style="list-style-type: none"> • Completes the floor puzzle even though the pieces are difficult to fit together. • Dresses self independently and continues to attempt proper use of zippers, glove, and belts.
Strand – Creativity Topic 5 – Innovation and Invention	
PK.ATL.5.1 Use imagination and creativity to interact with objects and materials.	<ul style="list-style-type: none"> • Uses the buckets containing the outside balls to create a fort. • Directs friends in imaginary horse game activity at recess.

<p>PK.ATL.5.2 Use creative and flexible thinking to solve problems.</p>	<ul style="list-style-type: none"> • Uses alternatives and draws on varied resources to approach tasks with flexibility and originality. • Comes up with different, realistic ideas about how to get the Frisbee unstuck from the tree branches.
<p>PK.ATL.5.3 Engage in inventive social play.</p>	<ul style="list-style-type: none"> • When playing restaurant, decides on materials needed (menus, food that will be served, etc.) and defines roles of players. • Makes up a new way of playing the Memory game and explains the rules to playmates.
<p>Strand – Creativity Topic 6 – Expression of Ideas and Feelings Through the Arts</p>	
<p>PK.ATL.6.1 Express individuality, life experiences, and what they know and are able to do through a variety of media.</p>	<ul style="list-style-type: none"> • Uses own body to demonstrate how a flower grows. • Watches a peer dance and then demonstrates a favorite dance move. • Chooses to represent family members via painting, collage and sculpture.
<p>PK.ATL.6.2 Express interest in and show appreciation for the creative work of others.</p>	<ul style="list-style-type: none"> • Offers opinions to peers regarding the other’s art work (I like the rainbow you made.” or, “When you draw a face, the eyes go here.”) • Communicates to a friend, “I like it because the colors are pretty.” • Looks at her friend’s clay object and asks, “How did you make it so smooth?”

Pre-Kindergarten (3-5 years)

Domain – Physical Well Being and Motor Development - standards address motor skills and health practices that are essential for children’s overall development. These skills include the ability to use large and small muscles to produce movements, to touch, grasp and manipulate objects, and to engage in physical activity. These standards also describe the development of health practices that become part of children’s daily routines and healthy habits such as nutrition and self-help. These skills and behaviors play an important role in children’s physical well-being and set children on a path leading toward a healthy lifestyle. Healthy children are more likely to attend school, to be physically active, and to learn more effectively (Bluemenshine and others, 2008). The two strands in this domain are Motor Development and Physical Well Being.

Strand – Motor Development

Topic 1 – Large Muscle, Balance, and Coordination

Standard Statements	Examples
<p>PK.PD.1.1. Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).</p>	<p>Hops like a bunny while acting out a story in the dramatic play center.</p> <p>Climbs the ladder to slide down the slide.</p> <p>Pumps his legs to make the swing go higher.</p>
<p>PK.PD.1.2. Demonstrate coordination in using objects during active play (e.g. throwing, catching, kicking balls, riding tricycle).</p>	<p>Throws and catches a ball.</p> <p>Kicks balls to another child outside.</p>
<p>PK.PD.1.3 Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching, and twisting).</p>	<p>Plays “Simon Says,” touches toes, twists to the left and twists to the right.</p>
<p>PK.PD.1.4 Demonstrate special awareness in physical activity or movement.</p>	<p>Runs around the cones and sandbox while pretending to be a bear chasing another bear.</p> <p>Jumps up in the air without falling when trying to reach the book on the high shelf.</p>

**Strand – Motor Development
Topic 2 – Small Muscle: Touch Grasp, Reach, Manipulate**

Standard Statements	Examples
<p>PK.PD.2.1. Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.</p>	<p>Strings beads to make a necklace.</p> <p>Zips, snaps, buttons and dresses self.</p>
<p>PK.PD.2.2. Use classroom and household tools independently with eye-hand coordination to carry out activities.</p>	<p>Uses fork and spoon to eat.</p> <p>Uses scissors to cut shapes to place on a card for his mother.</p> <p>Uses pencil to make a drawing of recognizable shapes to hang on his cubby.</p>

**Strand – Motor Development
Topic 3 – Oral Development**

Standard Statements	Examples
<p>PK.PD.3.1. Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.</p>	<p>Drinks from an open cup, usually without spilling.</p> <p>Drinks a milkshake through a straw. Blows out Birthday candles.</p> <p>Attempts tongue twisters such as “Peter Piper.” Speaks clearly with some mispronunciations.</p>

Strand – Motor Development
Topic 4 – Sensory Motor

Standard Statements

PK.PD.4.1. Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.

Examples

Carries a cup of water to the table without spilling.

Builds complex block structure adjusting the blocks to balance.

Participates in activities requiring distance vision (e.g., catching/tossing games, recognizes familiar adults and children from across the room, etc.).

Participates in activities requiring close-up vision (e.g., draws, sorts small objects, looks at books, etc.)

Strand – Physical Well Being Topic 1 – Body Awareness	
Standard Statements	Examples
PK.PD.5.1. Identify and describe the function of body parts	Identifies many body parts such as knees, elbows, shoulders, neck, fingers. Tells a friend, “My muscles make me strong.” States, “I see with my eyes,” “I hear with my ears,” “I smell with my nose.”
Strand – Physical Well Being Topic 2 – Physical Activity	
Standard Statements	Examples
PK.PD.6.1. Participate in structured and unstructured active physical play exhibiting strength and stamina.	Climbs on the jungle gym and states that he can go higher than he did yesterday. Runs and stops during playing a game of “Red Light, Green Light.”
PK.PD.6.2. Demonstrate basic understanding that physical activity helps the body grow and be healthy.	Makes statements like, “Running fast makes my legs strong,” or, “I feel good when I run, jump and play with my friends.” While jumping rope comments, “I am exercising my body.”
Strand – Physical Well-Being Topic 3 – Nutrition	
Standard Statements	Examples
PK.PD.7.1. Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	Explains why the body needs food, “To make my body grow.” Pretends to fix a meal in dramatic play, “Do you want carrots or grapes?”
PK.PD.7.2. Distinguish nutritious from non-nutritious foods.	Says, “Vegetables are good for you and candy is not!” Creates a “My Plate” with pictures of nutritious foods. Sorts pictures into groups of healthy and non-healthy foods.

Strand – Physical Well-Being Topic 4 – Self-Help	
Standard Statements	Examples
PK.PD.8.1. Independently complete personal care tasks (e.g., toileting, teeth brushing, hand washing, dressing, etc.).	<p>Brushes teeth, rinses mouth and puts toothbrush away.</p> <p>Uses the toilet, flushes, washes hands.</p> <p>Dresses with clothing right side out and correct side forward.</p> <p>Puts shoes on correct feet.</p>
PK.PD.8.2. Follow basic health practices.	<p>Puts dirty things such as tissues and towels in trash.</p> <p>Washes hands after using tissue.</p> <p>Covers mouths with elbow or sleeve when sneezing and coughing.</p>

Strand – Physical Well-Being Topic 5 – Safety Practices	
Standard Statements	Examples
PK.PD.9.1. With modeling and support, identify and follow basic safety rules.	Tells friend not to run in the restroom. With occasional adult prompting, goes feet first down the slide. Requests to hold an adult hand when crossing the street.
PK.PD.9.2. Identify ways adults help keep us safe.	Identifies role of police officer. Gives examples of what a firefighter may tell a child to do if they smelled smoke.
PK.PD.9.3. With modeling and support. Identify the consequences of unsafe behavior.	Says, “You shouldn’t play in the street because a car could hit you.” Says, “If you play with matches, you’ll get burned.” Tells a friend, “Hang on tight so you don’t fall!” while swinging.
PK.PD.9.4. With modeling and support, demonstrating ability to follow emergency routines (e.g., fire and tornado drill)	Lines up to exit the building during a fire drill, with adult guidance. Looks toward teacher to listen to directions when tornado alarm rings.
PK.PD.9.5. With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	Willingly climbs into safety seat in the car. Says, “Look both ways before you cross the street.” Holds handle on the “walking rope” during the walk to the park.

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PROGRESS REPORT



Diocese of Columbus Early Learning Checklist

Child's Name : _____

DOB: _____

Teacher (s): _____

N = Student is not yet attempting or ready for the skill
 B = Skill is beginning to emerge
 W = Working toward mastering the skill
 M = Mastered the skill

	Fall	Winter	Spring
Social Foundations			
Separates from familiar adults			
Seeks emotional support from familiar adults; expands ability to rely on them only when distressed			
Identifies and labels emotions of self and others			
Develops strategies to manage feelings & regulate behavior			
Shows distress or concern in response to a distressed peer			
Social Foundations- Approaches Toward Learning			
Executive Function			
Demonstrates positive social behaviors (helping, sharing, taking turns) with peers			
Demonstrates the ability to persist with a task for increasing lengths of time			
Uses logic to solve increasingly complex problems			
Plans and initiates activities			
Engages with peers in cooperative work and play situations			
Engages with peers and resolves conflict with decreasing reliance on adult support			
Engages with peers in a dramatic play sequence, offering specific details, solutions to problems and other related ideas			

	Fall	Winter	Spring
Physical Well-Being and Motor Development			
<i>Fine Motor</i>			
Manipulates tools or objects using hands with increasing coordination & control			
Manipulates writing/drawing tools using 3-finger grasp and finger/wrist muscles of dominant hand			
Orient scissors and can cut out simple shapes (complex shapes = P)			
<i>Large Motor</i>			
Demonstrates a variety of locomotor & non-locomotor skills with control, coordination and balance			
Demonstrate spatial awareness and coordination in using objects during active play			
<i>Health</i>			
Completes most personal care tasks and follows basic health practices on own (only with occasional adult reminders)			
Identify and describe the functions of body parts			
Can identify foods, activities that are healthy/non healthy			
Demonstrate basic understanding that physical activity helps our bodies grow strong			
<i>Safety and Injury Prevention</i>			
Identifies ways that adults in school and community (outside of parents and teachers) help keep children safe			
Identifies and follows several basic safety rules, with adult reminders			
Identifies safe and unsafe behaviors in familiar situations; can describe the consequence of unsafe behavior			
Language & Literacy			
<i>Speaking & Listening</i>			
Initiates and participates in conversations through multiple exchanges			
With modeling and support, follows typical patterns when communicating with others (listens, takes turns talking and speaks about the topic/text being discussed)			
Speak audibly and express thoughts and feelings			
Understands and communicates an increasing number of words (uses variety of sources to learn the meaning of unknown words)			
Connects new words to familiar experiences in own life			

	Fall	Winter	Spring
Reading			
Shows understanding of concept of print (front, back, title, top bottom, text)			
Responds to questions about the main idea or topic of texts, read alouds			
Asks questions to clarify confusing parts or gain more information of the text			
Phonemic Awareness and Letter ID			
Names and identifies many (at least 20) uppercase letters			
Names and identifies some (at least 10) lowercase letters			
Identifies and produces some letter sounds			
Can segment syllables in words			
Can segment words in sentences			
Can identify if pictures begin with the same sounds (alliteration)			
Identifies beginning sounds in words			
Identifies if a given sound for a spoken word is at the beginning or end			
Can blend compound words (e.g. rain-bow)			
Can blend syllables (e.g. pen-cil)			
Can blend onset-rimes (e.g. s-un)			
Can blend 2 phonemes (e.g. /p/-/i/ for Pie)			
Can blend 3 phonemes (e.g. /k/-/a/-/t/ for Cat)			
Orally adds, deletes, and substitutes sound in a single syllable words to create new words			
Says a word that rhymes with a given word			
Produces a pair of spoken rhyming words			
Can identify high frequency words			
Writing			
Writes own name, but may have some letter reversal or omissions			
Produces mock writing to tell a story (letter like shapes/ actual letters)			
Mathematics			
Number Sense			
Counts 10 objects using one-to-one correspondence (15 objects=M)			
Recites number words in sequence from 1-20 (1-30 =M)			
Identifies written numbers 0-10			

	Fall	Winter	Spring
Identifies the last number counted as the total number of objects in a set			
Subitizes (instantly recognizes and names the number of objects without having to count) 1 to 4 objects			
Number Operations			
Solves simple addition problems (totals up to 5) by joining two sets and counting the total (totals up to 10 =M)			
Solves simple subtraction problems (totals up to 5) by taking away an amount from a set and counting objects (totals up to 10 =M)			
Operations & Geometric Thinking			
Sort and classifies objects by 2 attributes			
Can explain how he/she sorted objects			
Compares three or more objects and orders them by size (or other attributes) (able to describe the difference =M)			
Identifies 2-D shapes			
Identifies some 3-D shapes			
Can copy/extend/create a pattern (create=M)			
Recognizes concepts of measurement such as weight, length			
Science			
Uses 5 senses to make observations, predictions, and explanations based on evidence (Scientific Thinking)			
Can recognize items that are living and non living (Life Science) (M-if can identify differences)			
Associates weather with appropriate clothing (Earth Science)			
Asks a range of questions about objects, living things, natural events			
Asks specific questions about the relationship between two things; carries out simple investigations to answer the questions; communicates findings (all three =M)			
Identifies colors (Physical Science)			
With modeling and support, identify where different animals live			
Social Studies			
Describes events that occurred in the recent past, present, and events planned for future			
Describe how families are the same or different			
Describes the events of the day in chronological order, using appropriate terms			

	Fall	Winter	Spring
Can name some community places and the purposes of them			
Understands and uses positional words			
Fine Arts			
Produces drawings that are intentional, and may name the drawing			
Produces and describes drawings that are planned, observational, and representational of people, places and things. (realistic and detailed =M)			
Re-tell or re-enact a story			
Creates a rhythmic pattern (without adult support =M)			
Recognizes familiar musical sounds and adjusts own actions to reflect the change			
Can repeat familiar songs (create own songs =M)			
Uses instruments to follow musical patterns			
Religious and Spiritual Development			
Recognizes that God is the creator of the world and that creation reflects God's love for us.			
Recognizes the Bible as a holy and special book that we treat respectfully			
Identifies that Jesus is the son of God and he helps us to know God's love			
Recognize that God knows and loves him/her personally			
Based on Jesus' teachings, show forgiveness of others and ask forgiveness from others			
Identifies saints as special friends of Jesus			
Recognizes that Advent, Christmas, Lent, and Easter are important seasons of the liturgical year			
Knows that prayer is talking and listening to God and is a way to show that we love God.			
Demonstrates the Sign of the Cross, kneeling, bowing, and the sign of peace			
Identifies that through Baptism, we become children of God and members of the Church.			
Recognize the importance of fairness and or justice for all people and demonstrate fairness and or justice within the classroom.			
Discuss that making good choices helps them to live in friendship with God and one another			

PROGRESS REPORT – Minimum Requirements



Diocese of Columbus Early Learning Checklist

Child's Name : _____

DOB: _____

Teacher (s): _____

N = Student is not yet attempting or ready for the skill
 B = Skill is beginning to emerge
 W = Working toward mastering the skill
 M = Mastered the skill

	Fall	Winter	Spring
Social Foundations			
*Seeks emotional support from familiar adults; expands ability to rely on them only when distressed			
*Identifies and labels emotions of self and others			
*Shows distress or concern in response to a distressed peer			
Social Foundations- Approaches Toward Learning			
Executive Function			
*Demonstrates positive social behaviors (helping, sharing, taking turns) with peers			
*Engages with peers in cooperative work and play situations			
Physical Well-Being and Motor Development			
Fine Motor			
*Manipulates tools or objects using hands with increasing coordination & control			
Health			
*Completes most personal care tasks and follows basic health practices on own (only with occasional adult reminders)			
Safety and Injury Prevention			
*Identifies and follows several basic safety rules, with adult reminders			

	Fall	Winter	Spring
*Identifies safe and unsafe behaviors in familiar situations; can describe the consequence of unsafe behavior			
Language & Literacy			
<i>Speaking & Listening</i>			
*Communicates thoughts and ideas for a variety of purposes in different situations (multiple exchanges)			
<i>Phonological Awareness</i>			
*Can identify and produce rhymes			
<i>Vocabulary</i>			
*Understands and communicates an increasing number of words (uses variety of sources to learn the meaning of unknown words)			
Mathematics			
<i>Number Sense</i>			
*Counts 10 objects using one-to-one correspondence			
*Recites number words in sequence from 1-20			
Religious and Spiritual Development			
Recognizes that God is the creator of the world and that creation reflects God's love for us.			
Recognizes the Bible as a holy and special book that we treat respectfully			
Identifies that Jesus is the son of God and he helps us to know God's love			
Recognize that God knows and loves him/her personally			
Based on Jesus' teachings, show forgiveness of others and ask forgiveness from others			
Identifies saints as special friends of Jesus			
Recognizes that Advent, Christmas, Lent, and Easter are important seasons of the liturgical year			
Knows that prayer is talking and listening to God and is a way to show that we love God.			
Demonstrates the Sign of the Cross, kneeling, bowing, and the sign of peace			
Identifies that through Baptism, we become children of God and members of the Church.			
Recognize the importance of fairness and or justice for all people and demonstrate fairness and or justice within the classroom.			
Discuss that making good choices helps them to live in friendship with God and one another			

