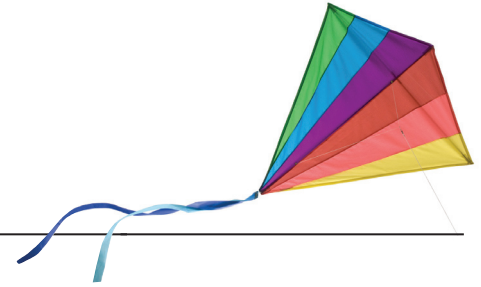




Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

**Alignment of the Indiana *Three to Five Years: Early Childhood Foundations*
With
*Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the foundations and skills in the Indiana *Three to Five Years-Early Childhood Foundations* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

The following objectives and dimensions of *Teaching Strategies GOLD®* are not addressed in this alignment:

- 2a. Forms relationships with adults
- 2d. Makes friends
- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English

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The Indiana <i>Three to Five Years-Early Childhood Foundations</i> Foundations and Skills	<i>Teaching Strategies GOLD</i> ® Objectives, Dimensions, and Indicators
ENGLISH LANGUAGE ARTS	
F.1 - READING: Word Recognition, Fluency, and Vocabulary Development	
Concepts About Print	
F.1.1 Pretend to read a book.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
F.1.2 Turn one page at a time.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
F.1.3 Name objects from a picture book.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
F.1.4 Hold book right side up, looking at pages and pictures.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
F.1.5 Turn pages from front to back.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
F.1.6 Identify five common signs or symbols.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
F.1.7 Tell something that a favorite character does in a story.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts
F.1.8 Follow printed words as a story is read or caption as a video is played.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

F.1.9 Distinguish print from pictures.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
F.1.10 Tell a story while holding a book.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
F.1.11 Read own writing (e.g., gives meaning to own writing by “reading what it says”).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
F.1.12 Name 13 uppercase letters.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
F.1.13 Point to and name six letters.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
F.1.14 Watch and listen to a story to completion or for ten or more minutes.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Phonological Awareness	
F.1.15 Match the sound that begins own name with the sound that begins another word or name.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
F.1.16 Identify first letter of own name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
F.1.17 Generate sounds from letters.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 2. Identifies the sounds of a few letters

F.1.18 Recognize that words that look alike may sound alike.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
F.1.19 Imitate simple rhymes.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
F.1.20 Sing the alphabet song.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
F.1.21 Recite/sing one rhyme or song.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
F.1.22 Generate and blend the sounds of letter patterns into recognizable words.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
F.1.23 Clap out syllables in word songs.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
Decoding and Word Recognition	
F.1.24 Recognize own name in isolated print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
F.1.25 Match the sound that begins own name with the sound that begins another word or name.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
F.1.26 Match like letters.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
F.1.27 Match the same letter in different styles (e.g., signs, books, newspaper).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

F.1.28 Generate and blend the sounds of letter patterns into recognizable words.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
F.1.29 Recognize that words that look alike may sound alike.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
F.1.30 Identify five common signs or symbols.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
F.1.31 Point to words in a book while telling a story.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
F.1.32 Point to a title of a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
F.1.33 Match upper to lower case letters.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
F.1.34 Put letter shapes or tiles in alphabetical order.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 5. emerging to 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
Vocabulary and Concept Development	
F.1.35 Name objects from picture books.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult

F.1.36 Name sounds heard in familiar environment.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
F.1.37 Ask and answer simple questions about a story being read.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
F.1.38 Ask adult to read printed information.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
F.1.39 Talk about action pictures of family, pets, or self.	18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adults prompting
F.1.40 Tell one thing that happens in a familiar story.	18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adults prompting
F.1.41 Tell simple story from pictures and books.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts
F.1.42 Pretend to do something or be someone.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
F.1.43 Use new vocabulary learned from experiences.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
F.1.44 Act out familiar, scripted events and routines.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

F.2 - READING: Reading Comprehension	
Structural Features of Informational and Technical Materials	
F.2.1 Identify a favorite story.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
F.2.2 Request or select a story by the title of the book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
F.2.3 Tell simple stories from pictures and books.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts
F.2.4 Express what might happen after the action in a picture.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
F.2.5 Tell one thing that happens in a familiar story.	18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adults prompting
F.2.6 Use personal experiences to answer questions about stories.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
F.2.7 Follow pages that accompany a story on audiotape or CD.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
F.2.8 Identify the beginning, middle, and end of the story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult

F.3 - READING: Literary Response and Analysis	
Emergent Literacy with Appropriate Books and Stories	
F.3.1 Find named pictures or textures in book.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
F.3.2 Actively look for or keep attending to things that an adult points to, shows, or talks about.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
F.3.3 Watch and listen to a story to completion or for ten minutes or more.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
F.3.4 Ask adult to read printed information.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
F.3.5 Ask questions and make comments about a story being read.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
F.3.6 Use personal information to answer questions about a story.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
F.3.7 Tell something that a favorite character does in a story.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts
F.3.8 Describe a picture in a book.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
F.3.9 Hold a book right side up, looking at pages and pictures.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

F.3.10 Turn pages from front to back.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
F.3.11 Follow reader's finger as a story is read.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
F.3.12 Tell a story while holding a book.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
F.3.13 Talk about the cover and illustrations prior to the story being read.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
F.3.14 Request or select a story by the title.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
F.3.15 Identify a favorite story.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
F.3.16 Act out familiar, scripted events and routines.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
F.3.17 Identify a location where he/she is going or has been.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view 32. Demonstrates simple geographic knowledge

F.3.18 Identify a location of a caregiver if not present.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
F.3.19 Recognize print in media other than a book.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
F.3.20 Identify two characters that interact in a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
F.3.21 Recall if something truly happened.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
F.4 - WRITING: Writing Process	
Organization and Focus	
F.4.1 Draw pictures and scribble to generate and express ideas.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
F.4.2 Follow dictated writing read by an adult.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
F.4.3 Associate writing with words.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
F.4.4 Give writing to someone as a means of communicating.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
F.4.5 Draw at the top or bottom of the page, when requested.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is

F.4.6 Position paper for writing.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
F.4.7 Write from left to right.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
F.4.8 Write using pictures, letters, and words.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
F.4.9 Use writing or symbols to share an idea with someone.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
F.4.10 Use known letters or approximations of letters to represent written language.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
F.4.11 Read own writing (e.g., give meaning to own writing by “reading what it says”).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
F.4.12 Dictate something for an adult to write down.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
F.5 - WRITING: Writing Application	
Different Types of Writing and Their Characteristics	
F.5.1 Associate writing with words.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
F.5.2 Add writing to a picture story.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
F.5.3 Use writing to label drawings.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

F.5.4 Draw name or a message on a card or picture.	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name
F.5.5 Give writing to someone as a means of communication.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
F.5.6 Scribble a message on a card or picture.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
F.5.7 Use writing or symbols to share an idea with someone.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
F.5.8 Write more than word correctly.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
F.5.9 Represent action with drawing.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
F.5.10 Follow printed words as a story is read or caption as a video is played.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
F.6 - WRITING: Writing Conventions	
Handwriting and Spelling	
F.6.1 Write from left to right.	19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms
F.6.2 Combine strokes and shapes to represent letters.	19. Demonstrates emergent writing skills 19a. Writes name 4. Letter strings
F.6.3 Copy a vertical line.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles

F.6.4 Copy a horizontal line.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
F.6.5 Copy a circle.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
F.6.6 Write letters in strings.	19. Demonstrates emergent writing skills 19a. Writes name 4. Letter strings
F.6.7 Write using phonetically spelled words.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
F.6.8 Use different combinations of letters to achieve sounds.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
F.6.9 Write more than one word correctly.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
F.6.10 Use the correct grasp of writing tool.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
F.6.11 Imitate drawing a cross.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
F.6.12 Copy a cross.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
F.6.13 Copy an “X”.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
F.6.14 Copy a square.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

F.7 - LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications	
Comprehension	
F.7.1 Name sounds heard in the environment.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
F.7.2 Watch and listen to a story to completion for ten minutes or more.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
F.7.3 Stay with an adult-directed activity or story for 10-15 minutes.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
F.7.4 Follow one-step spoken directions without prompts (e.g., Get your shoe).	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
F.7.5 Ask and answer simple questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
F.7.6 Ask questions and make comments about a story being read.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
F.7.7 Classify categories of words.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
F.7.8 Identify attributes of objects.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
F.7.9 Identify categories of objects in pictures (e.g., animals).	13. Uses classification skills 6. Groups objects by one characteristic; then regroup them using a different characteristic and indicates the reason

F.7.10 Use new vocabulary learned from experiences.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
F.7.11 Follow commands containing two familiar attributes (e.g., Get the big, red sock).	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
F.7.12 Follow two-step spoken directions with prompts.	8. Listens to and understands increasingly complex language 8b. Follows directions 5 emerging to 6. Follows directions of two or more steps that relate to familiar objects and experiences
F.7.13 Use trial and error to solve a simple problem.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
F.7.14 Generalize a solution to a new situation.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
F.7.15 Express what might happen after the action in a picture.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
F.7.16 Imitate a series of three numbers or unrelated words.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
F.7.17 Initiate turn taking in play.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
Oral Communication	
F.7.18 Name sounds heard in the environment.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
F.7.19 Imitate simple rhymes.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games

F.7.20 Repeat simple sentences as presented.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
F.7.21 Engage in reciprocal conversations for two to three exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
F.7.21 Request permission.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
F.7.22 Use language instead of physical force to resolve conflicts, with assistance.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
F.7.23 Imitate four to five word sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
F.7.24 Talk without repeating sounds and syllables in words.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
F.7.25 Use auxiliary verbs (e.g., am, is, are).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
F.7.26 Use nouns, plurals, prepositions, and verb forms frequently.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
F.7.27 Use pronouns correctly.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
F.7.28 Use six word vocalizations, signs, symbols, or gestures to communicate.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences

F.7.29 Use four word vocalization signs, symbols, or gestures to tell about objects and events in the recent past and near future.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
F.7.30 Pick from two ideas to talk about.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details
Speaking Applications	
F.7.31 Understand and follow a one-step direction.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
F.7.32 Use new vocabulary learned from experiences.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
F.7.33 Talk about action pictures of family, pets, or self.	18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adults prompting
F.7.34 Tell something that a favorite character does in a story.	18. Comprehends and responds to books and other texts 18c. Retells stories 2. Retells some events from a familiar story with close adults prompting
F.7.35 Name objects from picture books.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
F.7.36 Tell simple stories from picture books.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories, using pictures or props as prompts
F.7.37 Communicate recent experiences.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end
F.7.38 Sing the alphabet song.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games

F.7.39 Give name, age, and gender upon request.	29. Demonstrates knowledge about self
F.7.40 Give address upon request.	29. Demonstrates knowledge about self
F.7.41 Tell three events in chronological order.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
MATHEMATICS	
F.1 - NUMBER SENSE	
Number Relationships	
F.1.1 Sing and dance to a number song.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
F.1.2 Count a number of objects up to three.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
F.1.3 Count each object only once.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
F.1.4 Imitate counting behavior using the names of large numbers.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
F.1.5 Identify first and last.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.1.6 Use whole numbers up to five to describe objects and experiences.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
F.1.7 Identify when objects are the same number, even if arrangement is changed.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

F.1.8 Rote count to five.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
F.1.9 Draw pictures or symbols to represent a spoken number.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
F.1.10 Match number symbols with amounts 1-3.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 3. emerging to 4. Identifies numerals to 5 by name and connects each to counted objects
F.1.11 Give “all” objects when asked.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.1.12 Identify the concept of “less.”	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.1.13 Count backward from five.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
F.1.14 Give “some” and give “the rest” when asked.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.1.15 Identify the concept of “none.”	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

F.1.16 Rote count to ten.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
F.1.17 Match number symbols with amounts 0-5.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
F.1.18 Apply one-to-one correspondence with objects and people.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
F.1.19 Identify the next number in a series of numbers up to ten.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
F.1.20 Count backward from ten.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
F.1.21 Pass out objects or food to people or characters.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
F.1.22 Name groups of objects.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
F.1.23 Use a tally system.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is

F2 - COMPUTATION	
Counting, Sorting, Classifying, and Comparing Objects	
F.2.1 Identify "first" and "last."	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.2.2 Trade several smaller items for a larger item.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.2.3 Count on fingers.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
F.2.4 Identify and use the concepts of "one more" and "one less."	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.2.5 Communicate that a snack is split in "half."	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.2.6 Make a collection of items smaller by taking away items when asked.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.2.7 Make a collection of items larger by adding items when asked.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

F.2.8 Describe addition situations for numbers less than three.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.2.9 Make guesses related to quantity.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.2.10 Describe subtraction situations for numbers less than three.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
F.2.11 Describe addition situations for numbers less than five.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
F.2.12 Describe subtraction situations for numbers less than five.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
F.2.13 Break apart a whole quantity of something into a set.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.2.14 Combine a whole quantity of something (e.g., pop beads).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.2.15 Represent object/activity by drawing or selecting picture.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent

F.3 - ALGEBRA AND FUNCTIONS	
Finding Patterns and Relationships	
F.3.1 Follow along and imitate patterns of sounds and movement.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
F.3.2 Reproduce patterns of sounds and movement.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
F.3.3 Reproduce simple AB patterns of concrete objects.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
F.3.4 Represent objects/activities by drawing or selecting pictures.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent
F.3.5 Predict what comes next when shown a simple AB pattern of concrete objects.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
F.3.6 Identify attributes of objects.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
F.3.7 Give reason of placement of objects.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
F.3.8 Draw pictures or symbols to represent a spoken number.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent
F.3.9 Sort a group of objects by more than one way.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
F.3.10 Name groups of objects.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
F.3.11 Divide a set of four objects into equal parts.	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

F.3.12 Apply one to one correspondence with objects and people.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
F.3.13 Categorize familiar objects by function and class.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
F.4 - GEOMETRY	
Recognizing Common Geometric Shapes and Using Directional Words	
F.4.1 Give clues for finding hidden objects.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
F.4.2 Discriminate between object that is pulled apart and one that is put together.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
F.4.3 Identify the missing parts (e.g., the door of a car, nose of the dog).	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
F.4.4 Copy a vertical and horizontal line.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
F.4.5 Imitate drawing a cross.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
F.4.6 Sort by one attribute (e.g., size, shape, color).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
F.4.7 Sort a group of objects by more than one way.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

F.4.8 Use “in” and “out” to indicate where things are in space.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
F.4.9 Use “on” and “off” to indicate where things are in space.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
F.4.10 Use the words “here” or “there” to indicate where things are in space.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
F.4.11 Follow instructions to place an object “here” or “there.”	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (<i>beside, between, next to</i>)
F.4.12 Follow instructions to place an object “beside” or “next to” something.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (<i>beside, between, next to</i>)
F.4.13 Follow instructions to place an object “between” two things.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (<i>beside, between, next to</i>)
F.4.14 Copy circles, squares, triangles, and rectangles.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
F.4.15 Identify circles, squares, triangles, and rectangles.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (<i>circle, square, triangle</i>)
F.4.16 Communicate when something does not belong or should not happen.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
F.4.17 Identify ten body parts.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

F.4.18 Identify attributes of objects.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
F.4.19 Put objects into groups by attributes.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 26. Demonstrates knowledge of the physical properties of objects and materials
F.4.20 Complete interlocking puzzle of 8-12 pieces.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
F.5 - MEASUREMENT	
Time and Measurement Relationships	
F.5.1 Follow a daily schedule.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.5.2 Follow steps in a simple routine.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.5.3 Order three objects by size.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.5.4 Use any descriptive word or gesture to express amount or size.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.5.5 Use cups and tools in sand and water.	22. Compares and measures 2. Makes simple comparisons between two objects
F.5.6 Use common measuring tools in correct context.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

F.5.7 Communicate the size of things relative to self (e.g., compared to size of finger, arms length).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.5.8 Identify when something is hot and cold.	26. Demonstrates knowledge of the physical properties of objects and materials
F.5.9 Communicate feelings of hot and cold.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
F.5.10 Sort objects into long and short.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
F.5.11 Identify similarities and differences in objects.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
F.5.12 Ask why something is the same or different.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
F.5.13 Identify when something is too heavy to lift.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.5.14 Relate time to events.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.5.15 Associate events with time-related concepts.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.5.16 Tell what comes before and after.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

F.5.17 Tell what activity comes first and what follows in sequence.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.5.18 Tells three events in chronological order.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.5.19 Categorize familiar items by function and class.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
F.5.20 Choose an object based on function.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
F.5.21 Choose between two activities.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
F.6 - PROBLEM SOLVING	
Ability to Reason, Predict, and Problem Solve Through Exploration	
F.6.1 Identify attributes of objects.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
F.6.2 Identify the missing object.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
F.6.3 Give clues for finding hidden objects.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
F.6.4 Make simple cause/effect predictions.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

F.6.5 Find an indirect way to obtain an object.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
F.6.6 Discriminate between object that is pulled apart and one that is put together.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
F.6.7 Create a collection equal to objects in a collection already constructed.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.6.8 Identify similarities and differences in objects.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
F.6.9 Identify the missing part.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
F.6.10 Make guesses related to quantity.	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.6.11 Give reason for placement of objects.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
F.6.12 Communicate when something does not belong or should not happen.	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view
F.6.13 Use a tool in a new way.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks

F.6.14 Use a secondary strategy when the first one fails.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
F.6.15 Use trial and error to solve problems.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
F.6.16 Generalize a solution to a new situation.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
F.6.17 Identify parts of an object.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
F.6.18 Imitate the use of an adult tool in play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
F.6.19 See a simple task through to completion.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
F.6.20 Recognize silly absurdities in song and play.	30. Shows basic understanding of people and how they live
SCIENCE	
F.1 - THE NATURE OF SCIENCE AND TECHNOLOGY	
Scientific Inquiry and Process	
F.1.1 Choose an area with science materials as a place to work.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
F.1.2 Interact with and explore a variety of objects, books, and materials.	24. Uses scientific inquiry skills
F.1.3 Observe and describe properties of objects.	26. Demonstrates knowledge of the physical properties of objects and materials
F.1.4 Make selections from the science objects and materials available.	24. Uses scientific inquiry skills
F.1.5 Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the environment and to gather information.	24. Uses scientific inquiry skills
F.1.6 Use a variety of "scientific tools" (e.g., balance scales, magnifying glasses, measuring cups, food coloring) to investigate the environment and to gather information.	28. Uses tools and other technology to perform tasks

F.1.7 Use age appropriate scientific equipment (e.g., magnifying glasses, thermometer, scales) when participating in scientific experiences.	28. Uses tools and other technology to perform tasks
F.1.8 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
F.1.9 Ask and answer questions about his world.	24. Uses scientific inquiry skills
F.2 - SCIENTIFIC THINKING	
Computation and Estimation	
F.2.1 Participate in activities related to number sequencing and counting.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
F.2.2 Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
F.2.3 Classify objects by different attributes (characteristics).	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
F.2.4 Apply previously learned information to new situations.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
F.2.5 Show a curiosity and independent interest in number related activities.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
F.2.6 Use familiar materials to measure things (e.g., popsicle sticks, unifix cubes, paper clips, crayons, hand).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

Shapes and Symbolic Relationships	
F.2.7 Talk about the fact that everything has a shape.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
F.2.8 Observe shapes and look for objects that are the same shape.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
F.2.9 Identify, copy, extend, and create patterns with objects and in drawings.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
F.2.10 Participate in activities using materials with a variety of shapes and patterns.	24. Uses scientific inquiry skills
F.3 - ENVIRONMENTS	
The Physical Setting	
F.3.1 Participate in activities using materials with a variety of properties (e.g., color, shape, size, name, type of material).	24. Uses scientific inquiry skills
F.3.2 Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).	26. Demonstrates knowledge of the physical properties of objects and materials
F.3.3 Actively explore simple machines (e.g., pulleys, levers, wheels).	28. Uses tools and other technology to perform tasks
F.3.4 Investigate the physical surroundings by digging in dirt, collecting and classifying rocks, recognizing changes in weather.	27. Demonstrates knowledge of Earth's environment
F.3.5 Gain a natural sense of the forces of nature by experiencing wind blowing, temperature changes, changing seasons of the year, or things falling.	27. Demonstrates knowledge of Earth's environment
F.3.6 Describe differences and similarities in various physical environments.	26. Demonstrates knowledge of the physical properties of objects and materials
F.3.7 Ask questions and/or make comments about the sun, stars, planets, and clouds.	27. Demonstrates knowledge of Earth's environment
F.3.8 Describe how the physical environment affects the living environment and vice versa.	27. Demonstrates knowledge of Earth's environment
The Living Environment	
F.3.9 Observe and explore a variety of live plants and animals.	25. Demonstrates knowledge of the characteristics of living things
F.3.10 Take care of familiar plants and animals.	25. Demonstrates knowledge of the characteristics of living things
F.3.11 Identify plants and animals as living things.	25. Demonstrates knowledge of the characteristics of living things
F.3.12 Identify non-living things.	26. Demonstrates knowledge of the physical properties of objects and materials

F.3.13 Sort things by attribute or characteristic.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
F.3.11 Compare characteristics of living things (e.g., Donkeys have shorter legs and longer ears than horses; a tulip looks like just a cup, but a daffodil looks like a cup and saucer).	25. Demonstrates knowledge of the characteristics of living things
F.3.12 Talk about different types of plants and animals that inhabit the earth.	25. Demonstrates knowledge of the characteristics of living things
F.3.13 Participate in activities related to preserving their environment.	27. Demonstrates knowledge of Earth's environment
F.4 - COMMUNICATION	
Sharing Observations and Discoveries	
F.4.1 Use vocabulary that indicates understanding of scientific principles (e.g., sink, float, melt, solid, liquid).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
F.4.2 Identify attributes or characteristics for comparison (e.g., color, size, gender, shape).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.4.3 Classify objects by an attribute (characteristic) and share their thinking with another.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
F.4.4 Participate in discussions related to their findings.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
F.4.5 Use charts, drawings, and/or graphs to share their findings with others.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
F.4.6 Use their findings to create self-published books and/or materials.	24. Uses scientific inquiry skills
F.4.7 Dictate statements/draw pictures to share findings.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

SOCIAL STUDIES	
F.1 – HISTORY	
Chronological Thinking and Historical Knowledge	
F.1.1 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
F.1.2 Relate new experiences to past experiences.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
F.1.3 Construct a sense of time.	31. Explores change related to familiar people or places
F.1.4 Use terms relative to time sequence (e.g., beginning/ending, before/after, early/late, night/day, first/next/last, morning/ afternoon/evening).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.1.5 Put pictures in sequential order.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.1.6 Show anticipation for regularly scheduled events.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.1.7 Describe daily routine (e.g., home and/or school).	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.1.8 Retell a story or event in sequential order.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details
F.1.9 Distinguish between past, present, and future.	31. Explores change related to familiar people or places

F.1.10 Verbalize the days of the week and names of the months.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
F.1.11 Gauge time using their own vocabulary (e.g., number of 'sleeps' instead of days).	31. Explores change related to familiar people or places
F.1.12 Recall information about the immediate past.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
F.2 - CIVICS AND GOVERNMENT	
Foundations and Functions of Government and Its Citizens	
F.2.1 Listen and talk about stories that illustrate the concept of being responsible.	30. Shows basic understanding of people and how they live
F.2.2 Follow simple directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
F.2.3 Complete basic responsibilities related to daily needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
F.2.4 Respond positively to options rather than commands.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
F.2.5 Talk about the importance and reason for rules.	30. Shows basic understanding of people and how they live
F.2.6 Tell the consequences of not following rules.	30. Shows basic understanding of people and how they live
F.2.7 Participate in games and follow the rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
F.2.8 Remind other children about the rules and things children shouldn't do to others and why (one should not bite because it hurts).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
F.2.9 Tell the consequences of behaviors and choices.	30. Shows basic understanding of people and how they live
F.2.10 Set own consequences for some behaviors.	30. Shows basic understanding of people and how they live

F.2.11 Identify and follow different rules in different places (e.g., school rules may be different from home).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
F.2.12 Show self-control by following rules in different places.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
F.2.13 Start sharing some objects with others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
F.2.14 By age four, compromise, share, and take turns.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
F.2.15 Show greater ability to control intense feelings (e.g., anger, frustration).	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
F.2.16 Identify the U.S. and state flags.	32. Demonstrates simple geographic knowledge
F.2.17 Say the name of the current President.	30. Shows basic understanding of people and how they live
F.2.18 Make choices after considering alternatives.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
F.3 - GEOGRAPHY	
Location (Spatial Awareness)	
F.3.1 Name body parts and point to the location of each.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 29. Demonstrates knowledge about self
F.3.2 Ask questions about everything the child sees and finds.	24. Uses scientific inquiry skills
F.3.3 Move in directions on command (e.g., forward, backward, sideways).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (<i>beside, between, next to</i>)
F.3.4 Identify and locate familiar places (e.g., home, store, grandparent's house).	32. Demonstrates simple geographic knowledge
F.3.5 Recognize that streets have signs and houses have numbers to help identify locations.	32. Demonstrates simple geographic knowledge

F.3.6 Point out and name various rooms in the house from the outside.	32. Demonstrates simple geographic knowledge
F.3.7 Pretend blocks represent buildings and make signs for the roads and buildings.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
F.3.8 Use a simple map (e.g., diagram of the house, street on which the child lives).	32. Demonstrates simple geographic knowledge
F.3.9 Make roads for toy trucks and cars.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
F.3.10 Recognize where the child is while traveling in the car.	32. Demonstrates simple geographic knowledge
Places and Regions	
F.3.11 Use words hard/soft, rough/smooth, and water/land when describing surfaces.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
F.3.12 Identify various natural features.	27. Demonstrates knowledge of Earth's environment
F.3.13 State the name of his city or town.	29. Demonstrates knowledge about self 32. Demonstrates simple geographic knowledge
F.3.14 Give information about where she lives (e.g., street, telephone number, house description).	29. Demonstrates knowledge about self 32. Demonstrates simple geographic knowledge
F.3.15 Identify common community symbols (e.g., signs, highway and street markers, lights).	32. Demonstrates simple geographic knowledge
F.3.16 Describe features of familiar places (e.g., buildings, stores).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
F.3.17 Create representations of the surrounding neighborhood and community (e.g., blocks, drawings).	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
F.3.18 Talk about how to get from one common place to another.	32. Demonstrates simple geographic knowledge
F.3.19 Discuss different types and modes of transportation to get from one location to another and why certain vehicles are more suitable.	32. Demonstrates simple geographic knowledge
F.3.20 Match objects to the location they belong (e.g., bed in the bedroom, tree in the forest).	32. Demonstrates simple geographic knowledge

Physical Systems	
F.3.21 Determine what type of clothing to wear based on the weather.	27. Demonstrates knowledge of Earth's environment
F.3.22 Identify seasons by temperature or other characteristics (e.g., snow, leaves changing).	27. Demonstrates knowledge of Earth's environment
F.3.23 Discuss negative and positive aspects of areas and why people might want to be there.	32. Demonstrates simple geographic knowledge
F.3.24 Listen and respond to stories about other areas (e.g., deserts, mountains).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult 32. Demonstrates simple geographic knowledge
F.3.25 Draw pictures representing the seasonal changes.	27. Demonstrates knowledge of Earth's environment
F.3.26 Recognize people live in different types of homes (e.g., apartments, houses).	30. Shows basic understanding of people and how they live
F.3.27 Identify and describe people who live in different places for different reasons (e.g., farms, cities, small towns).	30. Shows basic understanding of people and how they live
Human Systems	
F.3.28 Pretend to take care of a doll by feeding and other activities.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
F.3.29 Play the role of different family members through dramatic play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
F.3.30 Discuss members of the family and their roles.	30. Shows basic understanding of people and how they live
F.3.31 Draw pictures of their family.	29. Demonstrates knowledge about self 33. Explores the visual arts
F.3.32 Ask questions about families.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas 30. Shows basic understanding of people and how they live
F.3.33 Talk about how he is the same and/or different from other children.	29. Demonstrates knowledge about self
Environment and Society	
F.3.34 List things that do and do not belong in the environment (e.g., litter, smoke)	27. Demonstrates knowledge of Earth's environment
F.3.35 Discuss the need for a clean environment.	27. Demonstrates knowledge of Earth's environment

F.3.36 Help clean up after doing an activity.	27. Demonstrates knowledge of Earth's environment
F.3.37 Help with home and class routines that keep the house/classroom clean and safe.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
F.3.38 Help parents/adults with recycling empty containers at home/school.	27. Demonstrates knowledge of Earth's environment
F.3.39 Design posters for recycling and post in the home/school.	27. Demonstrates knowledge of Earth's environment
F.4 - ECONOMICS	
Economics	
F.4.1 Play store or restaurant with play or real money, receipts, credit cards, telephones.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
F.4.2 Role play different types of occupations.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
F.4.3 Talk about what he wants to be when he grows up.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
F.4.5 Recognize that things have to be paid for with money and that sometimes you can't buy what you want because you don't have enough money.	30. Shows basic understanding of people and how they live
F.4.6 Are aware that adults work in order to earn enough money to buy the food, clothing, and housing that a family needs.	30. Shows basic understanding of people and how they live
F.4.7 Save money for a future purpose.	30. Shows basic understanding of people and how they live
F.5 - INDIVIDUALS, SOCIETY, and CULTURE	
Cultural Diversity	
F.5.1 Identify differences between people of different cultures, backgrounds, and abilities.	30. Shows basic understanding of people and how they live
F.5.2 Attend to and comment on gender differences.	30. Shows basic understanding of people and how they live
F.5.3 Ask questions about physical differences.	30. Shows basic understanding of people and how they live
F.5.4 Notice people's skin and explore the differences.	30. Shows basic understanding of people and how they live
F.5.5 Notice that some people speak differently than others.	30. Shows basic understanding of people and how they live
F.5.6 Observe that different families live in different types of housing.	30. Shows basic understanding of people and how they live
F.5.7 Discuss how grandparents and older people look and act different from children.	31. Explores change related to familiar people or places

F.5.8 Express enjoyment and pleasure when hearing poems, stories, and songs about a variety of people and cultures.	30. Shows basic understanding of people and how they live
F.5.9 Use interpersonal skills of sharing and taking turns in interactions with others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
PHYSICAL EDUCATION AND HEALTH	
F.1 - GROSS/FINE MOTOR AND SENSORY DEVELOPMENT	
Locomotor and Non-locomotor Skills	
F.1.1 Perform locomotor and non-locomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other).	4. Demonstrates traveling skills 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
F.1.2 Perform stability skills alone and/or with a partner. (e.g., transferring weight so as to rock, roll, stand on one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and log rolls, and walking on a balance beam forward and backward).	5. Demonstrates balancing skills 8. Sustains balance during complex movement
F.1.3 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object).	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
F.1.4 Perform basic rhythmical skills alone and/or with a partner. (e.g., the child marches and dances to music or rhythmical sounds in free form or with simple adult directions).	34. Explores musical concepts and expression 35. Explores dance and movement concepts
F.2 - APPLICATION OF MOVEMENT CONCEPTS AND PRINCIPLES TO THE LEARNING AND DEVELOPMENT OF MOTOR SKILLS	
Identifying Movement Concepts and Applying to Motor Skills	
F.2.1 Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed by an adult).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
F.2.2 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path).	4. Demonstrates traveling skills 8. Contributes complex movements in play and games

F.2.3 Follow rules for simple games and activities.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
F.2.4 Integrate a variety of educational concepts in games and rhythmic/fitness activities (e.g., child moves like a lion and roars as he/she moves).	30. Shows basic understanding of people and how they live
F.2.5 Identify and solve problems through active explorations.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
F.3 - ENJOYMENT OF MOTOR AND SENSORY EXPERIENCES	
Exhibiting Self-Confidence	
F.3.1 Exhibit self-confidence while participating in movement activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
F.3.2 Talk about enjoying movement activities.	35. Explores dance and movement concepts
F.3.3 Express both positive and negative feelings about participating in physical activities.	29. Demonstrates knowledge about self
F.3.4 Participate in a variety of gross/fine motor and sensory activities.	4. Demonstrates traveling skills 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
F.3.5 Attempt novel gross/fine motor and sensory activities (e.g., running, hopping, jumping, marching, throwing, catching, swinging).	4. Demonstrates traveling skills 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements

F.3.6 Demonstrate a determination to develop skills through repetitive practice.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
F.1 - RESPONSIBLE PERSONAL HEALTH AND SAFETY PRACTICES	
Developing an Awareness of and Respect for a Healthy Lifestyle	
F.4.1 Participate actively in games, outdoor play, and other forms of exercise that enhance physical fitness.	29. Demonstrates knowledge about self
F.4.2 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
F.4.3 Follow basic safety rules (e.g., fire and traffic/pedestrian safety).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
F.4.4 Avoid potentially harmful objects, substances, and activities.	30. Shows basic understanding of people and how they live
F.5 - RESPECT FOR DIFFERENCES	
Using Positive Interpersonal Skills	
F.5.1 Take turns during physical activities.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
F.5.2 Help others during physical activities.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
F.5.3 Work together as a team toward a common goal.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
F.5.4 Play cooperatively with others during physical activities.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
F.5.5 Treat others with respect during physical activities.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
F.5.6 Resolve conflicts in socially accepted ways during physical activities.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems

MUSIC	
F.1 - MUSIC APPRECIATION	
Children Show Enjoyment of Music Through Facial Expressions, Vocalizations, and Various Movements	
F.1.1 Smile or laugh when music is played.	34. Explores musical concepts and expression
F.1.2 Verbally express enjoyment.	34. Explores musical concepts and expression
F.1.3 Sing along to familiar songs.	34. Explores musical concepts and expression
F.1.4 Request certain songs/finger plays, etc.	34. Explores musical concepts and expression
F.1.5 Clap hands in glee/begin to clap in rhythm.	34. Explores musical concepts and expression
F.1.6 Dance/sway/tap toes/jump/hop to music alone or with others.	35. Explores dance and movement concepts
F.1.7 Respond positively to transitions from desired to less desired activity when paired with music.	34. Explores musical concepts and expression
F.2 - PARTICIPATION/EXPLORATION/PRODUCTION	
Children Produce Vocal/Instrumental Music and Rhythmic Movements Spontaneously and In Imitation	
F.2.1 Hum or sing familiar/original lullaby while rocking a doll.	34. Explores musical concepts and expression
F.2.2 Produce rhythmic patterns to familiar songs (e.g., <i>Jingle Bells</i>).	34. Explores musical concepts and expression
F.2.3 Create own alternate pattern/action for a finger play to a familiar song.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
F.2.4 Spontaneously explore sounds produced by striking a variety of materials (e.g., pots and pans, wooden spoons, measuring cups, wooden blocks).	34. Explores musical concepts and expression
F.2.5 Hum or sing along to tune playing on radio, tape/CD player, or television.	34. Explores musical concepts and expression
F.2.6 Sing songs from favorite movies or television shows from memory.	34. Explores musical concepts and expression
F.2.7 Follow repetitive patterns of movements.	35. Explores dance and movement concepts
F.2.8 Use words/concepts learned through music in non-musical activities.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations
F.3 - ANALYSIS	
Children Begin to Differentiate Variations in Tempo, Dynamics, and Types of Sounds Made by Different Classes of Instruments (Percussion, Wind, and String)	
F.3.1 Play classroom instruments.	34. Explores musical concepts and expression
F.3.2 Moderate movements to tempo (fast/ slow) and dynamics (loud/soft) of music heard.	35. Explores dance and movement concepts

F.3.3 Moderate vocalizations to tempo and dynamics of music.	34. Explores musical concepts and expression
F.3.4 Choose real or improvised instruments to play along with instrument heard.	34. Explores musical concepts and expression
F.3.5 Distinguish among the sounds of several common instruments.	34. Explores musical concepts and expression
VISUAL ARTS	
F.1 - ART APPRECIATION	
Begins To Understand and Share Opinions About Artwork and Artistic Experiences (Their Own or Others)	
F.1.1 Imitate different cultures through art.	32. Demonstrates simple geographic knowledge 33. Explores the visual arts
F.1.2 Examine art products from different world cultures.	33. Explores the visual arts
F.1.3 Reflect on differences and preferences as he/she encounters artwork.	33. Explores the visual arts
F.1.4 Describe art work and interpret potential intentions of the artist.	33. Explores the visual arts
F.1.5 Express feelings about art work.	33. Explores the visual arts
F.1.6 Wonder about or ask questions about works of art.	33. Explores the visual arts
F.1.7 Respond in various ways to the creative work of others (e.g., body language, facial expression, or oral language).	33. Explores the visual arts
F.1.8 Role play imaginary events and characters in the media.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
F.2 - CREATING ART: PROCESS AND PRODUCT	
Expresses Personal Interests, Ideas, and Feelings Through Art	
F.2.1 Participate freely in dramatic play activities that become more extended and complex.	36. Explores drama through actions and language
F.2.2 Express self in dramatic play through story telling, puppetry, and other language development activities.	36. Explores drama through actions and language
F.2.3 Compare and contrast own creations and those of others.	36. Explores drama through actions and language
F.2.4 Use various art forms such as dance, theater, and visual art as a vehicle for creative expression.	36. Explores drama through actions and language
F.2.5 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
F.2.6 Use art media to channel frustration and anger in a socially acceptable way. (e.g., punching and pounding clay)	33. Explores the visual arts

F.2.7 Show individuality by actions such as drawing a pumpkin that differs in color and design from the traditional.	33. Explores the visual arts
F.2.8 Engage in cooperative pretend play with another child.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Uses Symbols, Elements Such As Shape, Line, Color, and Texture and Principles Such As Repetition In Art Experiences	
F.2.9 Use different colors, surface textures, and shapes to create form and meaning.	33. Explores the visual arts
F.2.10 Use objects as symbols for other things. (e.g., a scarf to represent bird wings or a box to represent a car)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
F.2.11 Pretend through role-playing.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
F.2.12 Progress in ability to create drawings, models, and other art creations that are more detailed, creative, or realistic.	33. Explores the visual arts
F.2.13 Decide which lines should be long or short, wavy or straight, thick or thin, and what color and where on the paper.	33. Explores the visual arts
F.2.14 Watch an activity before entering into it.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
F.2.15 Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Uses Different Art Media and Materials In a Variety Of Ways For Creative Expression, Exploration, and Sensory Experience	
F.2.16 Demonstrate increasing skill in using different art materials. (e.g., paper, paint, clay, scraps, buttons)	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 8. Uses three-point finger grip and efficient hand placement when writing and drawing
F.2.17 With various media, use shapes, lines and color.	33. Explores the visual arts

F.2.18 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
F.2.19 Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.	33. Explores the visual arts
F.3 - CAREERS AND COMMUNITY	
Experiences Art-Related Professionals Through Field Trips, Visiting Artists, and Museums	
F.3.1 Talk about different art professions.	30. Shows basic understanding of people and how they live
F.3.2 Mimic art works and forms by various artists.	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
F.3.3 Recognize people in the community who are artists.	30. Shows basic understanding of people and how they live
F.3.4 Learn to enjoy and respect the art work of others.	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
F.3.5 Visit and discuss works of art at various locations.	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
F.3.6 Display interest in the artwork of others.	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
Makes Connections Between Art and Other Curriculum Areas	
F.3.7 Make patterns on their own.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
F.3.8 Identify patterns in their environment.	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
F.3.9 Observe and discuss art forms during a nature walk.	33. Explores the visual arts
F.3.10 Imitate art forms of illustrators after listening to a story.	33. Explores the visual arts

F.3.11 Sort objects by texture, size, or color.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
F.3.12 Measure ingredients for various recipes.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
F.3.13 Use objects in nature to create a collage or art piece.	33. Explores the visual arts