HIGHSCOPE®

THE HIGHSCOPE curriculum AND COR Advantage®

2017 Wisconsin Model Early Learning Standards

Preschool and Infant-Toddler

2026 HighScope Alignment

ALIGNMENT



WI 17, HS 26							
Domain	**Performance Standard Code**	**Performance Standard Text**	**Topic**	**Developmental Milestone**	**COR Advantage Items**	**Key Developmental Indicators (KDIs)**	**Early Learning Goals (ELGs)**
A. Physical Health and Development	A.EL.1a	Demonstrates behaviors to meet self-help and physical needs	SLEEP	Engages in periods of sleep and wakefulness varying in length and time of day or night.	K. Personal care and healthy behavior	IT: 3. Self-help	IT: 3.3.3 Personal care routines
				Begins to follow predictable sleeping pattern.	K. Personal care and healthy behavior	IT: 3. Self-help	IT: 3.3.3 Personal care routines
				Rests for periods throughout the day with assistance of adult.	K. Personal care and healthy behavior	PreK: 19. Personal care	PreK: 3.3.3 Personal care routines
				Recognizes physical need for rest/sleep and cares for own needs.	K. Personal care and healthy behavior	PreK: 19. Personal care	PreK: 3.3.3 Personal care routines
	A.EL.1b		DRESSING	Depends on adult to care for dressing needs.	K. Personal care and healthy behavior	IT: 3. Self-help	IT: 3.3.3 Personal care routines
				Cooperates with dressing by extending arm or leg.	K. Personal care and healthy behavior	IT: 3. Self-help	IT: 3.3.3 Personal care routines

				Undresses/dresses self with assistance.	K. Personal care and healthy behavior	PreK: 19. Personal care	PreK: 3.3.3 Personal care routines
				Dresses self with minimal assistance.	K. Personal care and healthy behavior	PerK: 19. Personal care	PreK: 3.3.3 Personal care routines
	A.EL.1c		TOILETING	Depends on adult to care for diapering needs.	K. Personal care and healthy behavior	IT: 3. Self-help	IT: 3.3.3 Personal care routines
				Seeks assistance with diapering and toileting.	K. Personal care and healthy behavior	IT: 3. Self-help	IT: 3.3.3 Personal care routines
				Takes responsibility for toileting.	K. Personal care and healthy behavior	PreK: 19. Personal care	PreK: 3.3.3 Personal care routines
				Takes full responsibility for toileting during day and night.	K. Personal care and healthy behavior	PreK:19. Personal care	PreK: 3.3.3 Personal care routines
	A.EL.1d		EATING	Physically and verbally indicates need for food.	K. Personal care and healthy behavior	IT: 3. Self-help	IT: 3.3.3 Personal care routines, 4.1.3 Seek help, communicate needs

				Feeds self with adult assistance.	K. Personal care and healthy behavior	IT: 3. Self-help	IT: 3.3.3 Personal care routines
				Feeds self with proficiency.	K. Personal care and healthy behavior	PreK: 19. Personal care	PreK: 3.3.3 Personal care routines
				Uses appropriate table etiquette or manners during mealtimes.	K. Personal care and healthy behavior	PreK: 19. Personal care	PreK: 3.3.3 Personal care routines
	A.EL.2	Demonstrates behaviors to meet safety needs		Shows preference for parent(s) or primary caregiver.	E. Building relationships with adults	IT: 5. Attachment, 6. Relationships with adults	IT: 2.2.1 Positive relationships
				Shows awareness of new/ uncomfortable situations or strangers.	E. Building relationships with adults, K. Personal care and healthy behavior	IT: 5. Attachment, 6. Relationships with adults	IT: 2.2.1 Positive relationships, 3.3.2 Follow safety practices when prompted
				Shows awareness of danger in harmful situations and begins to recognize simple rules.	K. Personal care and healthy behavior	PreK: 20. Healthy behavior	PreK: 3.3.2 Safety practices

				Follows rules with little supervision.	G. Community, K. Personal care and healthy behavior	PerK: 14. Moral development, 20. Healthy behavior	PreK: 3.3.2 Safety practices
	A.EL.3	Demonstrates a healthy life style		Depends on adult to care for personal hygiene and exercise needs.	K. Personal care and healthy behavior	IT: 3. Self-help	IT: 3.3.3 Personal care routines
				Shows awareness of need for personal hygiene and exercise.	K. Personal care and healthy behavior	IT: 3. Self-help	IT: 3.3.3 Personal care routines
				Begins to take responsibility for personal hygiene and exercise needs.	K. Personal care and healthy behavior	PreK: 20. Healthy behavior	PreK: 3.3.1 Healthy choices, 3.3.3 Healthy choices
				Cares for personal health, hygiene, and exercise needs independently.	K. Personal care and healthy behavior	PreK: 20. Healthy behavior	PreK: 3.3.3 Personal care routines
B. Motor Development	B.EL.1a	Moves with strength, control, balance, coordination, locomotion, and endurance	PURPOSE AND COORDINATION	Manipulates objects with hands.	J. Fine-motor skills	IT: 12. Moving parts of the body	IT: 3.2.1 Use small muscles
				Rolls over.	I. Gross-motor skills	IT: 13. Moving the whole body	IT: 3.1.1 Locomotor and nonlocomotor movement
				Crawls.	I. Gross-motor skills	IT: 13. Moving the whole body	IT: 3.1.1 Locomotor and nonlocomotor movement

	endurance		Walks and climbs on low objects.	I. Gross-motor skills	IT: 13. Moving the whole body, PreK: 16. Gross-motor skills	IT and PreK: 3.1.1 Locomotor and nonlocomotor movement
			Walks up and down stairs with alternating steps.	I. Gross-motor skills	IT: 13. Moving the whole body, PreK: 16. Gross-motor skills	IT and PreK: 3.1.1 Locomotor and nonlocomotor movement
B.EL.1b		BALANCE AND STRENGTH	Sits independently with balance.	I. Gross-motor skills	IT: 13. Moving the whole body	IT: 3.1.1 Locomotor and nonlocomotor movement
			Stands without support.	I. Gross-motor skills	IT: 13. Moving the whole body	IT: 3.1.1 Locomotor and nonlocomotor movement
			Squats without falling.	I. Gross-motor skills	IT: 13. Moving the whole body	IT: 3.1.1 Locomotor and nonlocomotor movement
			Walks, runs, climbs, jumps, skips, and hops with control.	I. Gross-motor skills	PreK: 16. Gross-motor skills	PreK: 3.1.1 Locomotor and nonlocomotor movement
			Throws objects with strength and control.	I. Gross-motor skills	PreK: 16. Gross-motor skills	PreK: 3.1.1 Locomotor and nonlocomotor movement
B.EL.2	Exhibits eye-hand coordination, strength, control, and object		Tracks objects visually and focuses on an object or person.	J. Fine-motor skills	IT: 12. Moving parts of the body	IT: 3.2.1 Use small muscles
			Reaches for and grasps objects.	J. Fine-motor skills	IT: 12. Moving parts of the body	IT: 3.2.1 Use small muscles

		manipulation		Coordinates eyes with hands and uses both hands with intention and purpose.	J. Fine-motor skills	PreK: 17. Fine-motor skills	PreK: 3.2.1 Fine-motor coordination
				Performs simple fine motor skills and manipulates smaller objects with increasing control.	J. Fine-motor skills	PreK: 17. Fine-motor skills	PreK: 3.2.1 Fine-motor coordination
				Uses strength and control to perform complex fine motor tasks.	J. Fine-motor skills	PreK: 17. Fine-motor skills	PreK: 3.2.1 Fine-motor coordination
C. Sensory Organization	C.EL.1	Uses senses to take in, experience, integrate, and regulate responses to the environment		Exhibits responses to physical stimuli.	Z. Movement	IT: 40. Respond to music, 15. Steady beat, 12. Moving parts of the body	IT: 3.1.2 Body and spatial awareness
				Exhibits body awareness and begins to move in intentional fashion.	Z. Movement	IT: 40. Respond to music, 15. Steady beat, 12. Moving parts of the body	IT: 3.1.2 Body and spatial awareness
				Skills become more refined; acts and moves with increased intention and purpose.	Z. Movement	PreK: 18. Body awareness, 42. Movement	PreK: 3.1.2 Body and spatial awareness, 9.3.1 Create expressive movements

				Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking.	Z. Movement	PreK: 18. Body awareness, 42. Movement	PreK: 3.1.2 Body and spatial awareness, 9.3.1 Create expressive movements
A. Emotional Development	A.EL.1	Expresses a wide range of emotions		Uses facial expressions and body movements to express comfort or discomfort.	D. Emotions	IT: 8. Emotions	IT: 2.1.1 Naming emotions
				Displays a variety of emotions: interest, pleasure, anger, surprise, anxiety, sadness, joy, excitement, disgust, and disappointment.	D. Emotions	IT: 8. Emotions	IT: 2.1.1 Naming emotions
				Uses words and gestures to express more complex emotions.	D. Emotions	PreK: 9. Emotions	PerK: 2.1.1 Naming emotions
				Uses verbal and nonverbal language to express emotions in appropriate situations such as distress, contentment, surprise, disgust, jealousy, and confusion.	D. Emotions	PreK: 9. Emotions	PreK: 2.1.1 Naming emotions

				Demonstrates awareness of own emotions and exhibits self-control.	D. Emotions	PreK: 9. Emotions	PreK: 2.1.2 Regulating emotions and actions, 2.1.1 Naming emotions
	A.EL.2	Understands and responds to others' emotions		Responds to positive emotional interactions with coos and smiles, and shows distress to negative interactions.	D. Emotions	IT: 9. Empathy	IT: 2.2.2 Empathy
				Observes and imitates emotional interactions of others.	D. Emotions	IT: 9. Empathy	IT: 2.2.2 Empathy
				Associates words and gestures with a variety of emotions expressed by others.	D. Emotions	PreK: 10. Empathy	PerK: 2.2.2 Empathy, 2.1.1 Naming emotions
				Demonstrates empathy by recognizing the feelings of another person and responding appropriately.	D. Emotions	PreK: 10. Empathy	PerK: 2.2.2 Empathy
				Interprets others' behavior and emotions and responds appropriately.	D. Emotions	PreK: 10. Empathy	PreK: 2.2.2 Empathy

B. Self-concept	B.EL.1	Develops positive self-esteem		Begins to recognize own abilities; is aware of self and own preferences.	FF. Knowledge of self and others, A. Initiative and planning	IT: 4. Distinguishing self and others, 1. Initiative	IT: 8.1.1 Similarities and differences among people, 1.1.1 Choose how to explore
				Demonstrates increasing self-direction, resists adult control, and shows independence.	A. Initiative and planning, FF. Knowledge of self and others	IT: 4. Distinguishing self and others, 1. Initiative	IT: 8.1.1 Similarities and differences among people, 1.1.1 Choose how to explore
				Shows positive self-image. Knows and states independent thoughts.	FF. Knowledge of self and others	PreK: 7. Self-identity	PreK: 8.1.1 Similarities and differences among people
				Exhibits positive self-concept and confidence in his/ her abilities.	FF. Knowledge of self and others	PreK: 8. Sense of competence	PreK: 8.1.1 Similarities and differences among people
				Displays pride in his/her accomplishments.	FF. Knowledge of self and others	PreK: KDI 8. Sense of competence	PreK: 8.1.1 Similarities and differences among people
	B.EL.2	Demonstrates self-awareness		Displays personal preferences and individual temperament.	FF. Knowledge of self and others	IT: 4. Distinguishing self and others, 1. Initiative	IT: 8.1.1 Similarities and differences among people, 1.1.1 Choose how to explore

				Becomes aware of ones self as an individual while still connected to others.	FF. Knowledge of self and others	PreK: 7. Self-identity	PreK: 8.1.1 Similarities and differences among people
				Shows awareness of being part of a family and a larger community.	G. Community, FF. Knowledge of self and others	PreK: 11. Community	PerK: 8.1.1 Similarities and differences among people, 8.5.1 Identify roles
				Demonstrates awareness of self as a unique individual.	FF. Knowledge of self and others	PreK: 7. Self-identity	PerK: 8.1.1 Similarities and differences among people, 8.5.1 Identify roles
				Identifies self as a member of a specific culture, group, or demographic that fits into a larger world picture.	G. Community, FF. Knowledge of self and others	PreK: 53. Diversity	PreK: 8.1.1 Similarities and differences among people
C. Social Competence	C.EL.1	Demonstrates attachment, trust, and autonomy		Becomes calm when needs are met.	E. Building relationships with adults	IT: 5. Attachment, 6. Relationships with adults	IT: 2.1.2 Regulate emotions, 2.2.1 Positive relationships
				Shows anxiety upon separation from primary caregiver and/or familiar adults.	E. Building relationships with adults	IT: 5. Attachment, 6. Relationships with adults	IT: 2.1.2 Regulate emotions, 2.2.1 Positive relationships

			Shows signs of security and trust when separated from familiar adults.	E. Building relationships with adults	IT: 5. Attachment, 6. Relationships with adults	IT: 2.1.2 Regulate emotions, 2.2.1 Positive relationships
			Transitions into unfamiliar settings with assistance of familiar adults.	E. Building relationships with adults	PreK: 12. Building relationships	PreK: 2.2.1 Positive relationships
			Acts independently in unfamiliar settings with unfamiliar adults.	E. Building relationships with adults	PreK: 12. Building relationships	PreK: 2.2.1 Positive relationships
C.EL.2	Engages in social interaction and plays with others		Shows interest in being with others.	F. Building relationships with other children	IT: 7. Relationships with peers, 10. Playing with others	IT: 2.2.1 Positive relationships
			Begins to engage in short play interactions with others.	F. Building relationships with other children	IT: 7. Relationships with peers, 10. Playing with others	IT: 2.2.1 Positive relationships
			Participates in parallel play with others for longer periods of time.	F. Building relationships with other children	PreK; 13. Cooperative play	PreK: 2.2.1 Positive relationships
			Participates in cooperative play with others.	F. Building relationships with other children	PreK: 13. Cooperative play	PreK: 2.2.1 Positive relationships
			Demonstrates respect for others.	G. Community	PreK: 14. Moral development	PreK: 2.2.1 Positive relationships

C.EL.3	Demonstrates understanding of rules and social expectations		Tests adults' reactions to his or her behavior and understands what "no" means.	G. Community	IT: 11. Group participation, 6. Relationship with adults	IT: 2.1.2 Regulating emotions with support
			Demonstrates understanding of simple rules related primarily to personal health and safety.	G. Community	IT: 11. Group participation, 6. Relationship with adults	IT: 2.1.2 Regulating emotions with support, 3.3.2 Understand rules related to safety
			Remembers and follows simple group rules and displays appropriate social behavior.	G. Community	PreK: 14. Moral development	PreK: 2.1.2 Regulating emotions and actions
			Displays competence at engaging in appropriate social behavior.	G. Community	PreK:14. Moral development	PreK: 2.1.2 Regulating emotions and actions
C.EL.4	Engages in social problem-solving behavior and learns to resolve conflict		Shows awareness of tension and stressful situations.	H. Conflict resolution	IT: 9. Empathy	IT: 2.2.3 Use positive strateiges to resolve conflicts with support
			Imitates how others solve problems.	H. Conflict resolution	IT: 9. Empathy	IT: 2.2.3 Use positive strateiges to resolve conflicts with support

				Experiments with trial-and-error approaches to solve simple problems and conflicts.	H. Conflict resolution	PreK: 15. Conflict resolution	IT: 2.2.3 Use positive strateiges to resolve conflicts with support
				Seeks adult assistance to resolve conflicts.	H. Conflict resolution	PreK: 15. Conflict resolution	PreK: 2.2.3 Conflict resolution
				Asserts needs and desires appropriately in conflict situations.	H. Conflict resolution	PreK: 15. Conflict resolution	PreK: 2.2.3 Conflict resolution
				Uses a variety of strategies to resolve conflict.	H. Conflict resolution	PreK: 15. Conflict resolution	PreK: .2.3 Conflict resolution
A. Listening and Understanding	A.EL.1	Derives meaning through listening to communications of others and sounds in the environment		Turns toward source of sound.	M. Listening and comprehension	IT: 16. Listening and responding	IT: 4.1.2 Understanding and respond to questions
				Attends to same situation or object as another person.	M. Listening and comprehension	IT: 16. Listening and responding	IT: 4.1.2 Understanding and respond to questions
				Enjoys short stories, rhymes, finger plays, songs, and music.	M. Listening and comprehension	PreK: 21. Comprehension	PreK: 4.1.2 Understanding and answering questions
				Shows understanding of concept words and sequence of events.	M. Listening and comprehension	PreK 21. Comprehension	PreK: 4.1.2 Understanding and answering questions

				Demonstrates understanding and listening skills by attending and responding appropriately.	M. Listening and comprehension	KDI 21. Comprehension	PreK: 4.1.2 Understanding and answering questions, 4.1.5 Discussion norms
	A.EL.2	Listens and responds to communication with others		Responds to voices and intonation of familiar adults and children.	M. Listening and comprehension	IT: 16. Listening and responding	IT: 4.1.2 Understanding and respond to questions
				Participates in turn-taking, alternating listening and responding.	L. Speaking	IT: 16. Listening and responding, 18. Two-way communication	IT: 4.1.5 Turn-taking conversations
				Responds appropriately when asked to identify familiar objects/ person/body parts (nouns) or when asked to run, walk, jump (action words, verbs).	M. Listening and comprehension	PreK: 21. Comprehension, 23. Vocabulary	PreK: 4.1.2 Understanding and answering questions, 4.1.4 Understand variety of vocabulary
				Responds to increasingly complex language structures, including comments, requests, and questions.	M. Listening and comprehension	PreK: 21. Comprehension	PreK: 4.1.2 Understanding and answering questions, 4.1.4 Understand variety of vocabulary

				Responds and extends conversations much like adults and can sustain a topic through multiple turns.	M. Listening and comprehension, L. Speaking	KDI 21. Comprehension, 22. Speaking	PreK: 4.1.5 Discussion norms, 4.1.1 Understand and use language
	A.EL.3	Follows directions of increasing complexity		Responds to simple requests.	M. Listening and comprehension	IT: 16. Listening and responding	IT: 4.1.2 Understanding and respond to questions
				Understands and carries out a one step direction.	M. Listening and comprehension	IT: 16. Listening and responding	IT: 4.1.2 Understanding and answering questions
				Understands and carries out two-step direction.	M. Listening and comprehension	PreK: 21. Comprehension	PreK: 4.1.2 Understanding and answering questions
				Follows a series of three or more multi-step directions.	M. Listening and comprehension	PreK: 21. Comprehension	PreK: 4.1.2 Understanding and answering questions
B. Speaking and Communicating	B.EL.1	Uses gestures and movements (non-verbal) to communicat		Uses gestures and movements to get attention, request objects, protest, or to draw attention to an object in the environment.	L. Speaking	IT: 17. Non-verbal communication	IT: 4.1.1 Use langauage and other communication

		e		Uses gestures for greetings and conversational rituals.	L. Speaking	IT: 17. Non-verbal communication	IT: 4.1.1 Use langauage and other communication
				Uses movement or behavior to initiate interaction with a person, animal, or object.	L. Speaking	PreK: 22. Speaking	PreK: 4.1.1 Expressing ideas
				Uses non-verbal communication much like adults.	L. Speaking	PreK: 22. Speaking	PreK: 4.1.1 Expressing ideas
	B.EL.2a	Uses vocalizations and spoken language to communicate Language Form (Syntax: rule system for combining words phrases and sentences, includes parts of		Uses cries, coos, and other noises to communicate.	L. Speaking	IT: 17. Non-verbal communication	IT: 4.1.1 Use language and other communication
				Makes vowel and consonant sound combinations and engages in vocal play (babbles).	L. Speaking	IT: 17. Non-verbal communication, 19. Speaking	IT: 4.1.1 Use language and other communication
				Uses one word.	L. Speaking	IT: 19. Speaking	IT: 4.1.1 Use language and other communication
				Uses two to three word phrases and sentences.	L. Speaking	IT: 19. Speaking	IT: 4.1.1 Use language and other communication
				Uses: Plurals (cats); Pronouns (I, he, they); Past tense (walked).	L. Speaking	PreK: 22. Speaking	PreK: 4.1.1 Expressing ideas

	parts of speech, word order, and sentence structure)		Uses multi-word sentences (parts of speech, word order, and sentence structure) much like that of an adult.	L. Speaking	PreK: 22. Speaking	PreK: 4.1.1 Expressing ideas
B.EL.2b	Uses vocalizations and spoken language to communicate Language Content (Semantics: rule system for establishing meaning of words, individually and in combination)		Uses a word to represent a particular person or object.	L. Speaking	IT: 19. Speaking	IT: 4.1.4 Understand and use increasing vocabulary
			Uses words for protests and greetings.	L. Speaking	IT: 19. Speaking	IT: 4.1.4 Understand and use increasing vocabulary
			Uses words to represent various objects.	L. Speaking	IT: 19. Speaking	IT: 4.1.4 Understand and use increasing vocabulary
			Uses a word to relate to itself or something else.	L. Speaking	PreK: 23. Vocabulary	PreK: 4.1.4 Vocabulary
			Uses a category of words that shows awareness of common aspects among objects.	L. Speaking	PreK: 23. Vocabulary	PreK: 4.1.4 Vocabulary
			Asks many questions with “why” to obtain information.	L. Speaking	PreK: 23. Vocabulary	PreK: 4.1.3 Asking questions
			Comments on as well as produces and comprehends words.	L. Speaking	PreK: 23. Vocabulary	PreK: 4.1.4 Vocabulary
B.EL.2c	Uses vocalizations and		Seeks attention through vocalizations or actions.	L. Speaking	IT: 19. Speaking	IT: 4.1.1 Use languaage and other communication

		spoken language to communicate (continued) Language Function (Pragmatics: rules governing the use of language in context)		Directs attention to an object.	L. Speaking	IT: 19. Speaking	IT: 4.1.1 Use languaage and other communication
				Engages in short dialogue of a few turns.	L. Speaking	IT: 19. Speaking	IT: 4.1.5 Turn-taking conversations
				Determines how much information a listener needs based on an awareness of listener's role and understanding.	L. Speaking	PreK: 22. Speaking	PreK: 4.1.5 Discussion norms
				Modifies language when talking to younger child.	L. Speaking	PreK: 22. Speaking	PreK: 4.1.1 Expressing ideas
				Initiates conversation, responds to conversations, and stays on topic for multiple exchanges.	L. Speaking	PreK: 22. Speaking	PreK: 4.1.5 Discussion norms
				Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions.	L. Speaking	PreK: 22. Speaking	PreK: 4.1.1 Expressing ideas, 4.1.5 Discussion norms

C. Early Literacy	C.EL.1	Develops ability to detect, manipulate, or analyze the auditory parts of spoken language (This includes the ability to segment oral language into words, syllables, or phonemes independent of meaning.)		Enjoys and responds to frequently said sounds, words, and rhymes.	N. Phonological awareness	IT: 21. Enjoying language	IT: 4.3.1 Rhyming and sound play
				Imitates sounds.	N. Phonological awareness	IT: 21. Enjoying language	IT: 4.3.1 Rhyming and sound play
				Repeats words in rhymes and actions.	N. Phonological awareness	PreK: 24. Phonological awareness	PreK: 4.3.1 Rhyming and sound play
				Requests and joins in saying favorite rhymes and songs that repeat sounds and words.	N. Phonological awareness	PreK: 24. Phonological awareness	PerK: 4.3.1 Rhyming and sound play
				Recognizes and matches sounds and rhymes in familiar words.	N. Phonological awareness	PreK: 24. Phonological awareness	PreK: 4.3.1 Rhyming and sound play
				Recognizes sounds that match and words that begin or end with the same sounds.	N. Phonological awareness	PreK: 24. Phonological awareness	PreK: 4.3.1 Rhyming and sound play
				Recognizes and produces rhyming words.	N. Phonological awareness	PreK: 24. Phonological awareness	PreK: 4.3.1 Rhyming and sound play
				Discriminates separate syllables in spoken words and begins to blend and segment syllables.	N. Phonological awareness	PreK: 24. Phonological awareness	PreK: 4.3.1 Rhyming and sound play

				Recognizes single sounds and combinations of sounds.	N. Phonological awareness	PreK: 24. Phonological awareness	PreK: 4.3.1 Rhyming and sound play
	C.EL.2	Understands concept that the alphabet represents the sounds of spoken language and the letters of written language (This includes utilizing this concept as an emerging reading strategy.)		Explores, repeats, imitates alphabet related songs and games.	O. Alphabetic knowledge	PreK: 25. Alphabetic knowledge	PreK: 4.2.1 Letter names
				Recognizes the difference between letters and other symbols.	O. Alphabetic knowledge	PreK: 25. Alphabetic knowledge	PreK: 4.2.1 Letter names, 4.4.1 Print carries meaning
				Recognizes letters and their sounds in familiar words, especially in own name.	O. Alphabetic knowledge	PreK: 25. Alphabetic knowledge	PreK: 4.2.1 Letter names, 4.2.2 Letter-sound correspondence
				Makes some letter/ sound connections and identifies some beginning sounds.	O. Alphabetic knowledge	PreK: 25. Alphabetic knowledge	PreK: 4.2.2 Letter-sound correspondence
				Uses a combination of letter sounds, familiar environmental print, and picture cues to recognize a printed word.	P. Reading, O. Alphabetic knowledge	PreK: 26. Reading	PreK: 4.2.2 Letter-sound correspondence, 4.4.1 Print carries meaning

				Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.	O. Alphabetic knowledge	PreK: 25. Alphabetic knowledge	PreK: 4.2.2 Letter-sound correspondence
				Experiences success in reading by sounding out words (decoding).	P. Reading, O. Alphabetic knowledge	PreK: 26. Reading, 25. Alphabetic knowledge	PreK: 4.2.2 Letter-sound correspondence
				Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words.	O. Alphabetic knowledge	PreK: 25. Alphabetic knowledge	PreK: 4.2.1 Letter names
				Reads familiar decodable and some irregular words in books, signs, and labels.	P. Reading	PreK: 26. Reading	PreK: 4.4.1 Print carries meaning
	C.EL.3	Shows appreciation of books and understands how print works		Explores and enjoys books.	Q. Book enjoyment and knowledge	IT: 20. Exploring print	IT: 4.4.2 Holding books, turning psges
				Points to and names pictures in a book when asked.	Q. Book enjoyment and knowledge	IT: 20. Exploring print	IT: 4.4.2 Holding books, turning psges, 4.5.2 Enjoy shared reading

				Looks at picture books and asks questions or makes comments.	Q. Book enjoyment and knowledge	PreK: 28. Book knowledge	PreK: 4.5.2 Shared reading
				Understands that print in the book carries the message.	P. Reading	PreK: 27. Concepts about print	PreK: 4.4.1 Print carries meaning
				Views one page at a time from the front to the back of the book and knows that the book has a title, author, and illustrator.	Q. Book enjoyment and knowledge	PreK: 28. Book knowledge	PreK: 4.4.2 Reading conventions
				Chooses reading activities and responds with interest and enjoyment.	Q. Book enjoyment and knowledge	PreK: 28. Book knowledge	PreK: 4.5.1 Interest in books
				Recognizes some familiar environmental print.	P. Reading	PreK: 26. Reading	PreK: 4.4.1 Print carries meaning
				Handles books correctly, and shows increasing skills in print directionality.	Q. Book enjoyment and knowledge	PreK: 27. Concepts about print	PreK: 4.4.2 Reading conventions
				Understands the difference between letters, words, and sentences.	P. Reading	PreK: 27. Concepts about print	PreK: 4.4.2 Reading conventions

				Understands that books have characters, sequence of events, and story plots.	Q. Book enjoyment and knowledge	PreK: 28. Book knowledge, 21. Comprehension	Prek; 4.7.1 Retelling stories
	C.EL.4	Uses writing to represent thoughts or ideas		Begins to use writing tools to make marks.	R. Writing	IT: 12. Moving parts of the body	IT: 4.6.1 Use writing tools
				Scribbles and creates unconventional shapes.	R. Writing	IT: 12. Moving parts of the body, PreK: 29. Writing	IT: 4.6.1 Use writing toolss, PreK: 4.6.1 Writing letter-like forms and words
				Writes lists, thank you notes, names, and labels objects in play.	R. Writing	PreK: 29. Writing	PreK: 4.6.3 Informational writing
				Labels pictures using scribbles or letter-like forms to represent words or ideas.	R. Writing	PreK: 29. Writing	PreK: 4.6.2 Narrative writing
				Writes recognizable letters and begins to write name and a few words.	R. Writing	PreK: 29. Writing	PreK: 4.6.1 Writing letter-like forms and words
				Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling).	R. Writing, O. Alphabetic knowledge	PreK: 29. Writing	PreK: 4.6.1 Writing letter-like forms and words
A. Curiosity,	A.EL.1	Displays curiosity, risk-taking,		Exhibits brief interest in people and things in their surroundings.	A. Initiative and planning	IT: 1. Initiative	IT: 1..1.1 Choose how to explore

Engagement, and Persistence		and willingness to engage in new experiences		Shows growing eagerness and delight in self, others, and in surroundings.	A. Initiative and planning	IT: 1. Initiative	IT: 1..1.1 Choose how to explore
				Attends for longer periods of time and shows preference for some activities.	A. Initiative and planning	PreK: 3. Engagement	PreK: 1.2.1 Sustained attention
				Is curious about and willing to try new and unfamiliar experiences and activities within their environment.	A. Initiative and planning	PreK: 1. Initiative	PreK: 1.1.1 Initiative and choice
	A.EL.2	Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities		Attempts a new skill when encouraged and supported by a safe and secure environment.	A. Initiative and planning	IT: 1. Initiative	IT: 1.2.2 Sustain effort
				Attempts a new skill in a variety of environments.	A. Initiative and planning	PreK: 3. Engagement	PreK: 1.2.2 Persistence through difficulty
				Repeats an action many times to gain confidence and skill.	A. Initiative and planning	PreK: KDI 3. Engagement	PreK: 1.2.2 Persistence through difficulty
				Experiments and practices to expand skill level.	A. Initiative and planning	PreK: KDI 3. Engagement	PreK: 1.2.2 Persistence through difficulty
				Refines skills that have been successfully accomplished.	A. Initiative and planning	PreK: KDI 3. Engagement	PreK: 1.2.2 Persistence through difficulty

	A.EL.3	Exhibits persistence and flexibility		Attends to sights and sounds and persists with (continues in) activity only when supported by adult interaction.	A. Initiative and planning	IT: 1. Initiative	IT: 1.2.1 Sustained attention
				Focuses on activity but may be easily distracted.	A. Initiative and planning	IT: 1. Initiative	IT: 1.2.1 Sustained attention
				Persists with activity independently until goal is reached.	A. Initiative and planning	PreK: 3. Engagement	PreK: 1.2.2 Persistence through difficulty
				Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps.	A. Initiative and planning	PreK: 2. Planning, 1. Initiative	Pre:K: 1.1.2 Planning and follow-through
B. Creativity and Imagination	B.EL.2	Expresses self creatively through music, movement, and art		Attends to or responds to movement, music, and visual stimuli.	Y. Music	IT: 38. Identifying visual images, 40. Responding to music, 15. Steady beat	IT: 9.2.1 Create music, 9.1.1 Create 2-D and 3-D art, 9.3.1 Create movement sequences

		and art		Shows a preference towards certain types of movement, music, and visual stimuli.	Y.. Music	IT: 38. Identifying visual images, 40. Responding to music, 15. Steady beat, PreK: 44. Appreciating the arts	IT: 9.5.1 Expressingpreferences, PreK: 9.5.1 Art appreciation
				Explores the process of using a variety of artistic materials, music, and movement.	X. Art, Y. Music, Z. Movement	IT:: 38. Identifying visual images, 40. Responding to music, 15. Steady beat, PreK: 40. Art, 41. Music, 42. Movement	IT: 9.2.1 Create music, 9.1.1 Create 2-D and 3-D art, 9.3.1 Create movement sequences, PreK: 9.1.1 Visual arts, 9.21 Create music, 9.3.1 Create movement sequences
				Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music, and movement.	X. Art, Y. Music, Z. Movement	IT:: 38. Identifying visual images, 40. Responding to music, 15. Steady beat, PreK: 40. Art, 41. Music, 42. Movement	IT: 9.2.1 Create music, 9.1.1 Create 2-D and 3-D art, 9.3.1 Create movement sequences, PreK: 9.1.1 Visual arts, 9.21 Create music, 9.3.1 Create movement sequences
	B.EL.3	Exhibits persistence and flexibility		PERFORMANCE STANDARD: people, materials, and the environment			

				Watches and imitates the actions of others.	AA. Pretend play	IT: 36. Imitating and pretending	IT: 9.4.1 Participate in play
				Uses objects in pretend play as they are used in real life, and gradually begins to substitute one object for another in pretend play.	AA. Pretend play	IT: 36. Imitating and pretending	IT: 9.4.1 Participate in play
				Recreates and acts out real-life and fantasy experiences in pretend play.	AA. Pretend play	PreK: 43. Pretend play	PreK: 9.4.1 Dramatic play
				Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy.	AA. Pretend play	PreK: 43. Pretend play	PreK: 9.4.1 Dramatic play
C. Diversity in Learning	C.EL.1	Experiences a variety of routines, practices, and languages		Depends on adults to communicate about their routines, cultural preferences, and learning styles.	G. Community, FF. Knowledge of self and others	IT: 4. Distinguishing self and others	IT: 8.1.1 Similarities and differences among people
				Starts to notice differences in routines, practices, and languages.	G. Community, FF. Knowledge of self and others	IT: 4. Distinguishing self and others	IT: 8.1.1 Similarities and differences among people

				Asks questions of adults about the differences between various routines, practices, and languages in a variety of settings.	G. Community, FF. Knowledge of self and others	PreK: 53. Diversity	PreK: 8.1.1 Similarities and differences among people
	C.EL.2	Learns within the context of his/her family and culture		Reflects their family, culture, and community when engaged in play and learning.	FF. Knowledge of self and others	PreK: 53. Diversity	PreK: 8.1.1 Similarities and differences among people
				Starts to notice that other children and families do things differently.	FF. Knowledge of self and others	PreK: 53. Diversity	PreK: 8.1.1 Similarities and differences among people
				Understands and accepts diversity in other children and families.	FF. Knowledge of self and others	PreK: 53. Diversity	PreK: 8.1.1 Similarities and differences among people
				PERFORMANCE STANDARD:			
				Tends to have a preferred learning style.	A. Initiative and planning	PreK: 5. Use of resources	PreK: 1.1.1 Initiative and choice
				Explores other learning styles when introduced by an adult or peer.	A. Initiative and planning	PreK: 5. Use of resources	PreK: 1.1.1 Initiative and choice

				Uses a variety of learning styles to meet their needs or achieve their goals.	A. Initiative and planning	PreK: 5. Use of resources	PreK: 1.1.1 Initiative and choice
A. Exploration, Discovery, and Problem Solving	A.EL.1	Uses multi-sensory abilities to process information		Uses senses to explore the environment.	BB. Observing and classifying	IT: 22. Exploring objects, 24. Exploring same and different	IT: 6.1.1 Scientific inquiry
				Uses senses to explore and experiment with new materials.	BB. Observing and classifying	IT: 22. Exploring objects, 24. Exploring same and different	IT: 6.1.1 Scientific inquiry
				Uses senses and a variety of strategies to investigate information.	BB. Observing and classifying	PreK: 45. Observing	PreK: 6.1.1 Scientific inquiry
				Uses senses to generalize and apply prior learning.	BB. Observing and classifying	PreK: 45. Observing	PreK: 6.1.1 Scientific inquiry, 1.3.2 Reflection
	A.EL.2	Understands new meanings as memory		Observes and imitates sounds and movements.	C. Reflection	IT: 22. Exploring objects, 24. Exploring same and different	IT: 1.3.2 Reflection

		increases		Understands that objects and people continue to exist when they are removed from the child's immediate environment. (Object Permanence.)	C. Reflection, CC. Experimenting, predicting and drawing conclusions	IT. 23 Object permanence	IT. 6.1.1 Scientific inquiry
				Remembers and recalls events.	C. Reflection, HH. History	PreK: 6. Reflection, 57. History	PreK: 1.3.2 Reflection, 8.4.1 Communicate past events
				Recognizes functional uses of items in the environment.	C. Reflection	PreK: 6. Reflection	PreK: 1.3.2 Reflection
				Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking).	C. Reflection	PreK: 6. Reflection	PreK: 1.3.2 Reflection
				Generates a rule, strategy, or idea from a previous learning experience and applies to a new context.	C. Reflection, B. Problem solving with materials	PreK: 6. Reflection, 4. Problem solving	PreK: 1.3.2 Reflection, 1.3.1 Problem solving with materials
	A.EL.3	Applies problem solving		Demonstrates awareness of a problem.	B. Problem solving with materials	IT: 2. Problem solving	IT: 1.3.1 Problem solving with materials

		skills		Uses an object or part of an object to obtain another object and moves around large objects.	B. Problem solving with materials	IT: 2. Problem solving	IT: 1.3.1 Problem solving with materials
				Asks questions, seeks information, and tests out possibilities.	B. Problem solving with materials	PreK: 4. Problem solving	PreK: 1..3.1 Problem solving with materials
				Determines and evaluates solutions.	B. Problem solving with materials	PreK: 4. Problem solving, 5. Use of resources	PreK: 1.3.1 Problem solving with materials
				Makes statements and appropriately answers questions that require reasoning about objects, situations, or people.	B. Problem solving with materials, L. Speaking	PreK: 4. Problem solving, 22. Speaking	PreK: 1.3.1 Problem solving with materials, 4.1.2 Respond to questions
				Uses multiple strategies to solve problems.	B. Problem solving with materials	PreK: 4. Problem solving, 5. Use of resources	PreK: 1.3.1 Problem solving with materials
B. Mathematical Thinking	B.EL.1	Demonstrates understanding of numbers and counting		Explores numbers and imitates counting.	S. Number and counting	IT: 25. Exploring more, 27. Number	IT: 5.1.1 Use math talk
				Arranges sets of objects in one-to-one correspondence.	S. Number and counting	PreK: 32. Counting	PreK: 5.1.3 One-to-one counting
				Can rote count and counts concrete objects to 5 and beyond.	S. Number and counting	PreK: 32. Counting	PreK: 5.1.3 One-to-one counting

				Recognizes some numerals and associates number concepts with print materials in a meaningful way.	S. Number and counting	PreK: 31. Number words and symbols	PreK: 5.1.5 Recognizing and writing numerals
				Names and writes some numerals.	S. Number and counting	PreK: 31. Number words and symbols	PreK: 5.1.5 Recognizing and writing numerals
				Counts with 1 to 1 correspondence up to 20 objects and can tell the number that comes next.	S. Number and counting	PreK: 32. Counting	PreK: 5.1.3 One-to-one counting, 5.1.4 Cardinality
				Names and can write number symbols 1 through 20 and beyond.	S. Number and counting	PreK: 31. Number words and symbols	PreK: 5.1.5 Recognizing and writing numerals
				May rote count to 100 and may count to 100 by 5's and 10's.	S. Number and counting	PreK: 32. Counting	PreK: 5.1.1 Math talk and number words
	B.EL.2	Understands number operations and relationships		Compares concrete quantities to determine which has more, less, or the same.	S. Number and counting	PreK: 32. Counting	PreK: 5.5.2 Comparative language
				Recognizes that a set of objects remains the same amount if physically rearranged.	S. Number and counting	PreK: 33. Part-whole relationships	PreK: 5.1.4 Cardinality

				Identifies “1 more” and “1 less.”	S. Number and counting	PreK: 32. Counting	PreK: 5.2.1 Composing and decomposing numbers
				Joins (combines) and separates groups of objects.	S. Number and counting	PreK: 33. Part-whole relationships	PreK: 5.2.2 Joining and separating objects
				Recognizes that there are parts that make up a whole and recognizes “less than” a whole.	S. Number and counting	PreK: 33. Part-whole relationships	PreK: 5.2.1 Composing and decomposing numbers
				Estimates and uses words such as more than, less/fewer than, about, near, approximately, and in between.	S. Number and counting	PreK: 33. Part-whole relationships	PreK: 5.5.2 Comparative language
	B.EL.3	Explores, recognizes, and describes shapes and spatial relationships		Explores shapes and spatial relationships.	T. Geometry: Shapes and spatial awareness	IT: 22. Exploring objects, PreK: 34. Shapes	IT: 5.4.1 Notices shapes and attributes, PreK: 5.4.1 Shapes and attributes
				Recognizes basic shapes.	T. Geometry: Shapes and spatial awareness	PreK: 34. Shapes	PreK: 5.4.1 Shapes and attributes

				Assembles puzzles of at least 15 intersecting pieces (5-10 at age 3; 15 at age 4; 25 at age 5).	T. Geometry: Shapes and spatial awareness	PreK: 35. Spatial awareness	PreK: 5.4.2 Transforming shapes
	B.EL.4	Uses the attributes of objects for comparison and patterning		Categorizes objects based on physical or functional similarity.	BB. Observing and classifying	IT: 22. Exploring objects, 24. Exploring same and different, PreK: 46. Classifying	IT: 5.6.1 Identify similarities and differences, PreK: 5.6.1 Sorting and counting categories
				Matches objects.	BB. Observing and classifying	IT: 24. Exploring same and different, PreK: KDI 46. Classifying	IT: 5.6.1 Identify similarities and differences, PreK: 5.6.1 Sorting and counting categories
				Sorts and/or describes objects by one or more attributes or characteristics.	BB. Observing and classifying	PreK: 46. Classifying	PreK: 5.6.1 Sorting and counting categories
				Uses positional and comparative words to demonstrate understanding direction and location, e.g., on-top, below, bottom, over, under, above, on, and next to.	T. Geometry: Shapes and spatial awareness	PreK: 35. Spatial awareness	PreK: 5.4.3 Space, direction, and location

				Recognizes, duplicates, extends simple patterns and creates original patterns.	V. Patterns	PreK: 38. Patterns	PreK: 5.3.1 Patterns
				Locates which out of 5 objects does not belong in same class or category.	BB. Observing and classifying	PreK: 46. Classifying	PreK: 5.6.1 Sorting and counting categories
				Matches at least 6 items according to class or category.	BB. Observing and classifying	PreK: 46. Classifying	PreK: 5.6.1 Sorting and counting categories
				Matches groups having equal numbers of objects up to 10.	S. Number and counting	PreK: 32. Counting, 46. Classifying	PreK: 5.1.3 One-to-one counting
	B.EL.5	Understands the concept of measurement		Recognizes objects can be measured by height, length, and weight.	U. Measurement	PreK: 36. Measuring	PreK: 5.5.1 Comparing and measuring
				Determines more, less, many, and few.	U. Measurement	PreK: 36. Measuring	PreK: 5.5.2 Comparative language
				Compares and orders by size.	U. Measurement	PreK:36. Measuring	PreK: 5.5.2 Comparative language

				Categorizes and sequences time intervals and uses language associated with time in everyday situations.	U. Measurement	PreK: 36. Measuring	PreK: 5.5.1 Comparing and measuring
				Identifies coins and understands their value.	U. Measurement	PreK: 36. Measuring	PreL: 8.5.2 Goods and services
				Uses tools to explore measuring (non-standard units).	U. Measurement, EE. Tools and technology	PreK: 36. Measuring, 52. Tools and technology	PreK: 5.5.1 Comparing and measuring, TE 7.1.1 Use analog tools
				Categorizes, sequences time intervals in everyday situations, and demonstrates an awareness of time related to a clock.	U. Measurement	PreK: 36. Measuring	PreK: 5.5.1 Comparing and measuring
				Explores, compares, and describes length, weight, or volume using standard measures.	U. Measurement	PreK: 37. Unit	PreK: 5.5.1 Comparing and measuring
	B.EL.6	Collects, describes, and records information		Draws and describes pictures of objects and actions from memory.	W. Data analysis	PreK: 39. Data analysis	PreK: 5.6.2 Representing data

		using all senses		Describes and records information through a variety of means, including discussion, drawings, maps, graphs, and charts.	W. Data analysis	PreK: 39. Data analysis	PreK: 5.6.2 Representing data
				Begins to apply information collected to similar situations by designing own charts or graphs.	W. Data analysis	PreK: 39. Data analysis	PreK: 5.6.2 Representing data
C. Scientific Thinking	C.EL.1	Uses observation to gather information		Shows awareness of differences in their environment (smell, touch, sight, sound, and taste).	BB. Observing and classifying	IT: 22. Exploring objects, 24. Exploring same and different, PreK: 45. Observing	IT: 6.3.1 Observe properties of objects, PreK: 6.3.1 Properties of materials
				Recognizes and responds to differences in the environment.	BB. Observing and classifying	IT: 22. Exploring objects, 24. Exploring same and different, PreK: 45. Observing	IT and PreK: 6.1.1 Scientific inquiry
				Purposefully seeks information through observation to satisfy curiosity or need for answers.	BB. Observing and classifying	PreK: 45. Observing	PreK: 6.1.1 Scientific inquiry

				Discriminates properties of nature, using a variety of senses (part to whole, living/non- living, weather, etc.).	BB. Observing and classifying	PreK: 45. Observing	PreK: 6.2.1 Living things and habitats
	C.EL.2	Use tools to gather information, compare observed objects, and seek answers to questions through active investigation		Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment.	EE. Tools and technology	PreK: 52. Tools and technology	PreK: 6.3.2 Motion and change
				Works toward an objective, may use tools or others in the environment to obtain the object.	EE. Tools and technology	PreK: 52. Tools and technology	PreK: 7.1.1 Analog tools
				Uses buttons/levers to produce desired responses.	EE. Tools and technology	PreK: 52. Tools and technology	PreK: 7.2.1 Investigating how things work
				Uses books to look for information.	EE. Tools and technology, , Q. Book enjoyment and knowledge	PreK: 52. Tools and technology, 28. Book knowledge	PreK: 7.1.1 Analog tools, 4.5.1 Book enjoyment
				Uses magnifying glass (hand lens), binoculars, and maps for investigation of the environment.	EE. Tools and technology	PreK: 52. Tools and technology	PreK: 7.1.1 Analog tools

				Makes comparisons between objects that have been collected or observed.	BB. Observing and classifying	PreK: 46. Classifying	PreK: 6.3.1 Properties of materials
	C.EL.3	Hypothesizes and makes predictions		Locates object hidden from view.	CC. Experimenting, predicting and drawing conclusions	IT: 23. Object permanence, PreK: 48. Predicting	IT and PreK: 6.1.1 Scientific inquiry
				Creates mental images of objects and people not in immediate environments.	CC. Experimenting, predicting and drawing conclusions	IT: 23. Object permanence, PreK: 48. Predicting	IT and PreK: 6.1.1 Scientific inquiry
				Asks questions, seeks information, and tests out possibilities.	CC. Experimenting, predicting and drawing conclusions, L. Speaking	PreK: 48. Predicting, 22. Speaking	PreK: 6.1.1 Scientific inquiry, 4.1.3 Asks questions
				Asks simple scientific questions and draws conclusions based on previous experience.	CC. Experimenting, predicting and drawing conclusions, L. Speaking	PreK: 48. Predicting, 22. Speaking	PreK: 6.1.1 Scientific inquiry, 4.1.3 Asks questions

				Makes plans for testing hypotheses to prove or disprove predictions.	CC. Experimenting, predicting and drawing conclusions	PreK: 48. Predicting	PreK: 6.1.1 Scientific inquiry
	C.EL.4	Forms explanations based on trial and error, observations, and explorations		Identifies and investigates the physical qualities of living and nonliving things.	DD. Natural and physical world	PreK: 51. Natural and physical world	PreK: 6.2.1 Living things and habitats
				Explores and formulates conclusions based on observation and past experiences.	CC. Experimenting, predicting and drawing conclusions	PreK: 49. Drawing conclusions	PreK: 6.1.1 Scientific inquiry
				Makes reasonable explanations, using data gathered from observation and experiments.	CC. Experimenting, predicting and drawing conclusions	PreK 49. Drawing conclusions	PreK: 6.1.1 Scientific inquiry
				Offers and seeks explanations of questions and experiments, using references such as books and computers.	CC. Experimenting, predicting and drawing conclusions	PreK: 49. Drawing conclusions	PreK: 6.1.1 Scientific inquiry