

HighReach Learning Objectives for Threes and Pre-K

The learning experiences in HighReach Learning Curriculum for Threes, Curriculum for Pre-K, and Passports: Experiences for Pre-K Success are planned to help children progress toward the objectives in the chart below. Throughout the curriculum year, each of these objectives will be addressed through various learning experiences.

Domain: Language Development
Indicator: Listening and Understanding
L1 Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
L2 Shows progress in understanding and following simple and multiple-step directions.
L3 Understands an increasingly complex and varied vocabulary.
L4 For non-English-speaking children, progresses in listening to and understanding English.
Indicator: Speaking and Communicating
L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
L7 Uses an increasingly complex and varied spoken vocabulary.
L8 Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
L9 For non-English-speaking children, progresses in speaking English.
L10 Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.
L11 Begins to adjust volume, tone, expression, and inflection as situationally appropriate.
Domain: Literacy
Indicator: Phonological Awareness
LT1 Shows increasing ability to discriminate and identify sounds in spoken language.
LT2 Shows growing awareness of beginning and ending sounds of words.
LT3 Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.
LT4 Shows growing ability to hear and discriminate separate syllables in words.
LT5 Associates sounds with written words, such as awareness that different words begin with the same sound.
Indicator: Book Knowledge and Appreciation
LT6 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.
LT7 Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.
LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.
LT9 Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.
LT10 Begins to connect own life with related events in books.
Indicator: Print Awareness and Concepts
LT11 Shows increasing awareness of print in classroom, home, and community settings.
LT12 Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.
LT13 Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
LT14 Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
LT15 Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.

Indicator: Early Writing

LT16 Develops understanding that writing is a way of communicating for a variety of purposes.

LT17 Begins to represent stories and experiences through pictures, dictation, and in play.

LT18 Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

LT19 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.

Indicator: Alphabet Knowledge

LT20 Shows progress in associating the names of letters with their shapes and sounds.

LT21 Increases in ability to notice the beginning letters in familiar words.

LT22 Identifies at least 10 letters of the alphabet, especially those in their own name.

LT23 Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Domain: Mathematics**Indicator: Number and Operations**

M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.

M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.

M3 Develops increasing ability to count in sequence to 10 and beyond.

M4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.

M5 Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

M6 Develops increased abilities to combine, separate, and name "how many" concrete objects.

Indicator: Geometry and Spatial Sense

M7 Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.

M8 Progresses in ability to put together and take apart shapes.

M9 Begins to be able to determine whether or not two shapes are the same size and shape.

M10 Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.

M11 Builds an increasing understanding of directionality, order, and positions of objects, and words, such as up, down, over, under, top, bottom, inside, outside, in front, and behind.

Indicator: Patterns and Measurement

M12 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.

M13 Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.

M14 Begins to make comparisons between several objects based on a single attribute.

M15 Shows progress in using standard and nonstandard measures.

Domain: Science

Indicator: Scientific Skills and Methods

S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.

S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.

S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.

S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.

S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.

Indicator: Scientific Knowledge

S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.

S7 Expands knowledge of and respect for their body and the environment.

S8 Develops growing awareness of ideas and language related to attributes of time and temperature.

S9 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

S10 Builds increasing knowledge of the environment and environmental changes through play.

S11 Expands use and knowledge of various technologies.

Domain: Creative Arts

Indicator: Music

CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.

CA2 Experiments with a variety of musical instruments.

Indicator: Art

CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.

CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.

CA5 Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.

CA6 Begins to understand and share opinions about artistic products and experiences.

CA7 Demonstrates increasing delight in beauty and respect for the creative work of others.

CA8 Exhibits growing sense of wonder, awe, and pleasure.

Indicator: Movement

CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles.

CA10 Shows growth in moving in time to different patterns of beat and rhythm in music.

Indicator: Dramatic Play

CA11 Participates in a variety of dramatic play activities that become more extended and complex.

CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.

Domain: Social and Emotional Development

Indicator: Self-Concept

SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.

SE2 Develops growing capacity for independence in a range of activities, routines, and tasks.

SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.

Indicator: Self-Control

SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.

SE5 Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.

SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

SE7 Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.

SE8 Progresses in ability to distinguish between intentional and unintentional acts of others.

SE9 Demonstrates increased ability to self-regulate behavior during transition times.

Indicator: Cooperation

SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion.

SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.

SE12 Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.

SE13 Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.

Indicator: Social Relationships

SE14 Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.

SE15 Shows progress in developing friendships with peers.

SE16 Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.

Indicator: Knowledge of Families and Communities

SE17 Develops ability to identify personal characteristics, including gender, and family composition.

SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.

SE19 Develops growing awareness of jobs and what is required to perform them.

SE20 Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.

SE21 Increases ability to observe and identify changes in themselves and their families over time.

SE22 Investigates and gains knowledge about people in the classroom and community and actively helps others in the community.

Domain: Approaches to Learning

Indicator: Initiative and Curiosity

ATL1 Chooses to participate in an increasing variety of tasks and activities.

ATL2 Develops increased ability to make independent choices.

ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness.

ATL4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.

Indicator: Engagement and Persistence
ATL5 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.
ATL6 Demonstrates increasing ability to set goals and develop and follow through on plans.
ATL7 Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.
ATL8 Grows in the ability to distinguish when and how to seek help or information.
Indicator: Reasoning and Problem Solving
ATL9 Develops increasing ability to find more than one solution to a question, task, or problem.
ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
ATL11 Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.
Domain: Physical Health and Development
Indicator: Fine Motor Skills
PHD1 Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.
PHD2 Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.
PHD3 Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.
Indicator: Gross Motor Skills
PHD4 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.
PHD5 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
PHD6 Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.
Indicator: Health Status and Practices
PHD7 Progresses in physical growth, strength, stamina, and flexibility.
PHD8 Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.
PHD9 Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
PHD11 Develops increasing ability to use senses including aids and assistive technology as needed.

Note: The HighReach Learning Objectives are under continual review and may change as needed.