

HighReach Learning Curriculum Ages 3–5 Crosswalk With Work Sampling

HighReach Learning Objectives	Developmental Age Where Skill Appears in Work Sampling	Work Sampling Skill
Language Development		
L1 Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems	3	III.A1 Gains meaning by listening
	4	III.A1.1 Understands an increasingly complex and varied vocabulary
	K	II.A1 Gains meaning by listening
L2 Shows progress in understanding and following simple and multiple-step directions	3	III.A2 Follows two-step directions.
	4	III.A2 Follows two- or three-step directions.
	K	II.A2 Follows directions that involve a series of actions.
L3 Understands an increasingly complex and varied vocabulary	3	III.B2 Uses expanded vocabulary and language for a variety of purposes
	4	III.A1.1 Understands an increasingly complex and varied vocabulary
	K	II.B2 Uses expanded vocabulary and language for a variety of purposes
L4 For non-English-speaking children, progresses in listening to and understanding English	4	III.A1.2 For non-English-speaking children, progresses in listening to and understanding English
L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes	3	III.B2 Uses expanded vocabulary and language for a variety of purposes
	4	III.B1.1 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and or other varied purposes
	K	II.B2 Uses expanded vocabulary and language for a variety of purposes

L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults	3	III.B2 Uses expanded vocabulary and language for a variety of purposes
	4	III.B1.1 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and or other varied purposes
	K	II.B2 Uses expanded vocabulary and language for a variety of purposes
L7 Uses an increasingly complex and varied spoken vocabulary	4	III.B2.1 Uses increasingly complex and varied spoken language
	K	II.B2 Uses expanded vocabulary and language for a variety of purposes
L8 Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity	3	III.B2 Uses expanded vocabulary and language for a variety of purposes
	4	III.B2.1 Uses increasingly complex and varied spoken language
	K	II.B2 Uses expanded vocabulary and language for a variety of purposes
L9 For non-English-speaking children, progresses in speaking English	4	III.B1.2 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	3, 4	III.B2 Uses expanded vocabulary and language for a variety of purposes
	K	II.B2 Uses expanded vocabulary and language for a variety of purposes
L11 Begins to adjust volume, tone, expression, and inflection as situationally appropriate	4	III.B2.1 Uses increasingly complex and varied spoken language
	K	II.B2 Uses expanded vocabulary and language for a variety of purposes

Literacy		
LT1 Shows increasing ability to discriminate and identify sounds in spoken language	3 4 K	III.A3 Shows beginning phonological awareness III.A3 Demonstrates phonological awareness II.A3 Demonstrates beginning phonemic awareness
LT2 Shows growing awareness of beginning and ending sounds of words	3 4 K	III.A3 Shows beginning phonological awareness III.A3 Demonstrates phonological awareness II.A3 Demonstrates beginning phonemic awareness
LT3 Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems	3 4 K	III.A3 Shows beginning phonological awareness III.A3 Demonstrates phonological awareness II.A3 Demonstrates beginning phonemic awareness
LT4 Shows growing ability to hear and discriminate separate syllables in words	3 4 K	III.A3 Shows beginning phonological awareness III.A3 Demonstrates phonological awareness II.A3 Demonstrates beginning phonemic awareness
LT5 Associates sounds with written words, such as awareness that different words begin with the same sound	3 4 K	III.A3 Shows beginning phonological awareness III.A3.1 Associates sounds with written words II.C3 Knows letters, sounds, and how they form words.
LT6 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry	3, 4 K	IV.A1 Shows appreciation for books II.C4 Comprehends and responds to fiction and non-fiction text

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	3, 4 K	IV.C1 Represents ideas and stories through pictures, dictation, and play. II.C1 Shows interest in and knowledge about books and reading
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	3, 4 K	IV.C1 Represents ideas and stories through pictures, dictation, and play. II.D1 Represents stories through pictures, dictation, and play
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	3, 4 K	IV.A1 Shows appreciation for books II.C1 Shows interest in and knowledge about books and reading
LT10 Begins to connect own life with related events in books	3, 4 K	IV.A2 Comprehends and responds to stories read aloud II.C4 Comprehends and responds to fiction and non-fiction text
LT11 Shows increasing awareness of print in classroom, home, and community settings	3 4 K	IV.B1 Shows interest in letters and words IV.B1 Shows beginning understanding of concepts about print II.C2 Shows some understanding of concepts about print
LT12 Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus	4 K	IV.B1 Shows beginning understanding of concepts about print II.C2 Shows some understanding of concepts about print
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	4 K	IV.B1 Shows beginning understanding of concepts about print II.C2 Shows some understanding of concepts about print II.D3 Understands purposes for writing

<p>LT14 Shows progress in recognizing the association between spoken and written words by following print as it is read aloud</p>	<p>4 K</p>	<p>IV.B1 Shows beginning understanding of concepts about print II.C2 Shows some understanding of concepts about print II.C3 Knows letters, sounds, and how they form words</p>
<p>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</p>	<p>4 K</p>	<p>IV.B1 Shows beginning understanding of concepts about print II.C2 Shows some understanding of concepts about print II.C3 Knows letters, sounds, and how they form words</p>
<p>LT16 Develops understanding that writing is a way of communicating for a variety of purposes</p>	<p>3 4 K</p>	<p>IV.C1 Represents ideas and stories through pictures, dictation, and play IV.C2 Understands purposes for writing II.D3 Understands purposes for writing</p>
<p>LT17 Begins to represent stories and experiences through pictures, dictation, and in play</p>	<p>3,4 K</p>	<p>IV.C1 Represents ideas and stories through pictures, dictation, and play II.D1 Represents stories through pictures, dictation, and play</p>
<p>LT18 Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers</p>	<p>3 4 K</p>	<p>IV.C2 Uses scribbles and unconventional shapes to write IV.C3 Uses letter-like shapes, symbols, and letters to convey meaning II.D2 Uses letter-like shapes, symbols, and letters to convey meaning</p>
<p>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</p>	<p>3 4 K</p>	<p>IV.C2 Uses scribbles and unconventional shapes to write IV.C3 Uses letter-like shapes, symbols, and letters to convey meaning II.D2 Uses letter-like shapes, symbols, and letters to convey meaning</p>

LT20 Shows progress in associating the names of letters with their shapes and sounds	4	IV.B2.2 Knows that the letters of the alphabet are a special category of visual graphics that can be individually named
	K	II.C3 Knows letters, sounds, and how they form words
LT21 Increases in ability to notice the beginning letters in familiar words	4	IV.B2.1 Identifies at least 10 letters of the alphabet, especially those in their own name
	K	II.C3 Knows letters, sounds, and how they form words
LT22 Identifies at least 10 letters of the alphabet, especially those in their own name	4	IV.B2.1 Identifies at least 10 letters of the alphabet, especially those in their own name
	K	II.C3 Knows letters, sounds, and how they form words
LT23 Knows that letters of the alphabet are a special category of visual graphics that can be individually named	4	IV.B2.2 Knows that the letters of the alphabet are a special category of visual graphics that can be individually named
	K	II.C3 Knows letters, sounds, and how they form words

Mathematics		
M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity	3	V.A1 Shows interest in solving mathematical problems
	4	V.A1.1 Demonstrates an increasing interest and awareness of numbers and counting as a means of solving problems and determining quantity
	K	III.A1 Begins to use and explain strategies to solve mathematical problems.
M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways	4	V.B1 Shows beginning understanding of number and quantity
	K	III.B1 Shows understanding of number and quantity III.B2 Begins to understand relationships between quantities

M3 Develops increasing ability to count in sequence to 10 and beyond	3	V.B1 Shows curiosity and interest in counting and numbers
	4	V.B1 Shows beginning understanding of number and quantity
	K	III.B1 Shows understanding of number and quantity
M4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects	3	V.B1 Shows curiosity and interest in counting and numbers
	4	V.B1 Shows beginning understanding of number and quantity
	K	III.B1 Shows understanding of number and quantity
M5 Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to	3	V.E1 Shows understanding of some comparative words
	4	V.E1 Orders, compares, and describes objects according to size, length, height, and weight
	K	III.E1 Orders, compares, and describes objects by size, length, capacity, and weight
M6 Develops increased abilities to combine, separate, and name "how many" concrete objects	3	V.A1 Shows interest in solving mathematical problems. V.B1 Shows curiosity and interest in counting and numbers
	4	V.A1.1 Demonstrates an increasing interest and awareness of numbers and counting as a means of solving problems and determining quantity
	K	III.B2 Begins to understand relationships between quantities
M7 Begins to recognize, describe, compare, and name common shapes, their parts, and attributes	3	V.C1 Identifies several shapes
	4	V.C1 Begins to recognize and describe the characteristics of shapes
	K	III.D1 Recognizes and describes some attributes of shapes

M8 Progresses in ability to put together and take apart shapes	4	V.C1 Begins to recognize and describe the characteristics of shapes
	K	III.D1 Recognizes and describes some attributes of shapes
M9 Begins to be able to determine whether or not two shapes are the same size and shape	3	V.C1 Identifies several shapes
	4	V.C1 Begins to recognize and describe the characteristics of shapes
	K	III.D1 Recognizes and describes some attributes of shapes
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	3	V.D1 Sorts objects into subgroups that vary by one attribute
	4	V.D1 Sorts objects into subgroups that vary by one or two characteristics
	K	III.C1 Sorts objects into subgroups, classifying and comparing according to a rule
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	3	V.C2 Shows understanding of several positional words
	4	V.C2 Shows understanding of and uses several positional words
	K	III.D2 Shows understanding of and uses direction, location, and position words
M12 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials	3	V.D1 Sorts objects into subgroups that vary by one attribute
	4	V.D2 Recognizes simple patterns and duplicates them
	K	III.C2 Recognizes, duplicates, and extends patterns

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	3	V.D1 Sorts objects into subgroups that vary by one attribute
	4	V.D1 Sorts objects into subgroups that vary by one or two characteristics
	K	III.C1 Sorts objects into subgroups, classifying and comparing according to a rule
M14 Begins to make comparisons between several objects based on a single attribute	3	V.D1 Sorts objects into subgroups that vary by one attribute
	4	V.D1 Sorts objects into subgroups that vary by one or two characteristics
	K	III.C1 Sorts objects into subgroups, classifying and comparing according to a rule
M15 Shows progress in using standard and nonstandard measures	3	V.E2 Participates in measuring activities
	4	V.E1 Orders, compares, and describes objects according to size, length, height, and weight
	K	III.E3 Estimates and measures using non-standard and standard units

Science		
S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships	3	VI.A1 Uses senses to observe and explore classroom materials and natural phenomena VI.A2 Begins to use simple tools and equipment for investigation
	4	VI.A2 Performs descriptive investigations using simple tools and equipment.
	K	III.E2 Explores common instruments for measuring during work or play IV.A2 Uses simple tools and equipment to extend the senses and gather data

S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials	3	VI.A1 Uses senses to observe and explore classroom materials and natural phenomena VI.B1 Makes comparisons among objects
	4	VI.B1 Begins to describe and compare materials, living things, natural resources, and processes
	K	IV.B1 Identifies, describes, and compares properties of objects
S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations	4	IV.A2 Performs descriptive investigations using simple tools and equipment
	K	IV.A1 Seeks information through observation, exploration, and descriptive investigations.
S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts	4	VI.A2 Performs descriptive investigations using simple tools and equipment
	K	VI.B1 Begins to describe and compare materials, living things, natural resources, and processes IV.A3 Forms explanations and communicates scientific information
S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences	4	VI.B1 Begins to describe and compare materials, living things, natural resources, and processes
	K	IV.A3 Forms explanations and communicates scientific information IV. C1 Forms explanations based on observations and explorations
S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes	4	VI.B1 Begins to describe and compare materials, living things, natural resources, and processes
	K	IV.A3 Forms explanations and communicates scientific information IV. C1 Forms explanations based on observations and explorations

S7 Expands knowledge of and respect for their body and the environment	3, 4	VI.B2 Shows beginning awareness of their environment
S8 Develops growing awareness of ideas and language related to attributes of time and temperature	K	IV.B1 Identifies, describes, and compares properties of objects.
S9 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships	4	VI.B1 Begins to describe and compare materials, living things, natural resources, and processes
	K	IV.B1 Identifies, describes, and compares properties of objects.
S10 Builds increasing knowledge of the environment and environmental changes through play	3	VI.B2 Shows awareness of the environment
	4	VI.A3 Asks questions about the natural world and seeks answers through active exploration
	K	IV.D2 Begins to observe and describe simple seasonal and weather changes
S11 Expands use and knowledge of various technologies	3	VI.A2 Begins to use simple tools and equipment for investigation
	4	VI.A2 Performs descriptive investigations using simple tools and equipment
	K	IV.A2 Uses simple tools and equipment to extend the senses and gather data

Creative Arts		
CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances	3, 4	VII.A1 Participates in group music experiences
	K	VI.A1 Participates in group music experiences
CA2 Experiments with a variety of musical instruments	3, 4	VII.A1 Participates in group music experiences
	K	VI.A1 Participates in group music experiences
CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation	3, 4	VII.B1 Uses a variety of art materials for tactile experience and exploration
	K	VI.A3 Uses a variety of art materials to explore and express ideas and emotions
CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic	3, 4	VII.B1 Uses a variety of art materials for tactile experience and exploration
	K	VI.A3 Uses a variety of art materials to explore and express ideas and emotions
CA5 Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects	3, 4	VII.B1 Uses a variety of art materials for tactile experience and exploration
	K	VI.A3 Uses a variety of art materials to explore and express ideas and emotions
CA6 Begins to understand and share opinions about artistic products and experiences	3, 4	VII.E1 Responds to artistic creations or events
	K	VI.B1 Responds to artistic creations or events
CA7 Demonstrates increasing delight in beauty and respect for the creative work of others	3, 4	VII.E1 Responds to artistic creations or events
	K	VI.B1 Responds to artistic creations or events

CA8 Exhibits growing sense of wonder, awe, and pleasure	3, 4	VII.E1 Responds to artistic creations or events
	K	VI.B1 Responds to artistic creations or events
CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles	3, 4	VII.C1 Participates in creative movement and dance
	K	VI.A2 Participates in creative movement, dance, and drama
CA10 Shows growth in moving in time to different patterns of beat and rhythm in music	3, 4	VII.C1 Participates in creative movement and dance
	K	VI.A2 Participates in creative movement, dance, and drama
CA11 Participates in a variety of dramatic play activities that become more extended and complex	3	VII.D1 Participates in dramatic play activities
	4	VII.D1 Engages in dramatic play
CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations	3	VII.D1 Participates in dramatic play activities
	4	VII.D1 Engages in dramatic play

Social and Emotional Development		
SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences	3	I.E1 Begins to recognize own physical characteristics and those of others
	4	I.E1 Identifies similarities and differences in personal and family characteristics
SE2 Develops growing capacity for independence in a range of activities, routines, and tasks	3, 4	I.A1 Demonstrates self-confidence I.B1 Follows simple classroom rules and routines with guidance
	K	I.A2 Shows initiative and self-direction
SE3 Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments	3, 4, K	I.A1 Demonstrates self-confidence

SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property	3, 4 K	I.C1 Seeks adult help when needed to resolve conflicts I.E1 Seeks adult help and begins to use simple strategies to resolve conflicts
SE5 Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions	3, 4 K	I.D1 Interacts easily with one or more children I.D3 Shows empathy and caring for others I.D1 Interacts easily with one or more children I.D4 Shows empathy and caring for others
SE6 Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully	3, 4 K	I.B1 Follows simple classroom rules and routines with guidance I.B2 Begins to use classroom materials carefully I.B1 Follows classroom rules and routines I.B2 Uses classroom materials purposefully and respectfully.
SE7 Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous	3, 4 K	I.B1 Follows simple classroom rules and routines with guidance I.B2 Begins to use classroom materials carefully I.B1 Follows classroom rules and routines I.B2 Uses classroom materials purposefully and respectfully
SE8 Progresses in ability to distinguish between intentional and unintentional acts of others	3, 4 K	I.D1 Interacts easily with one or more children I.D3 Shows empathy and caring for others I.D1 Interacts easily with one or more children I.D4 Shows empathy and caring for others
SE9 Demonstrates increased ability to self-regulate behavior during transition times	3, 4 K	I.B3 Manages transitions I.B3 Manages transitions and adapts to changes in routine

SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion	3, 4	I.C2 Participates in the group life of the class
	3, 4, K	I.D1 Interacts easily with one or more children
	K	I.D3 Participates in the group life of the class
SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers	3, 4	I.C1 Seeks adult help when needed to resolve conflicts
	K	I.E1 Seeks adult help and begins to use simple strategies to resolve conflicts
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	3, 4	I.D1 Interacts easily with one or more children I.C2 Participates in the group life of the class
	K	I.D1 Interacts easily with one or more children I.D3 Participates in the group life of the class
SE13 Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment	3	I.B2 Begins to use classroom materials carefully
	3,4	I.E4 Describes the location of things in their environment
	4	I.B2 Uses classroom materials carefully
	K	I.B2 Uses classroom materials purposefully and respectfully
SE14 Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults	3, 4, K	I.D2 Interacts easily with familiar adults
SE15 Shows progress in developing friendships with peers	3, 4, K	I.D1 Interacts easily with one or more children
SE16 Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others	3, 4	I.D1 Interacts easily with one or more children I.D3 Shows empathy and caring for others
	K	I.D1 Interacts easily with one or more children I.D4 Shows empathy and caring for others

SE17 Develops ability to identify personal characteristics, including gender, and family composition	3	I.E1 Begins to recognize own physical characteristics and those of others I.E2 Begins to understand family structures and roles.
	4	I.E1 Identifies similarities and differences in personal and family characteristics I.E2 Begins to understand family needs, roles, and relationships
SE18 Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures	3	I.E1 Begins to recognize own physical characteristics and those of others
	4	I.E1 Identifies similarities and differences in personal and family characteristics
SE19 Develops growing awareness of jobs and what is required to perform them	3	I.E3 Describes some jobs that people do
	4	I.E3 Describes some people's 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	3, 4	I.E4 Describes the location of things in their environment
SE21 Increases ability to observe and identify changes in themselves and their families over time	3	I.E1 Begins to recognize own physical characteristics and those of others I.E2 Begins to understand family structures and roles.
	4	I.E1 Identifies similarities and differences in personal and family characteristics I.E2 Begins to understand family needs, roles, and relationships
SE22 Investigates and gains knowledge about people in the classroom and community and actively helps others in the community	3	I.E3 Describes some jobs that people do
	3, 4	I.C2 Participates in the group life of the class
	4	I.E3 Describes some people's jobs and what is required to perform them

Approaches to Learning		
ATL1 Chooses to participate in an increasing variety of tasks and activities	3, 4 K	II.B1 Attends to tasks and seeks help when encountering a problem I.C2 Sustains attention to a task, persisting even after encountering difficulty
ATL2 Develops increased ability to make independent choices	3, 4 K	II.A2 Shows some self-direction I.A2 Shows initiative and self-direction
ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness	3 4 K	II.C1 Approaches play with purpose and inventiveness II.C1 Approaches tasks with flexibility and inventiveness I.C3 Approaches tasks with flexibility and inventiveness
ATL4 Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks	3, 4 K	II.A1 Shows eagerness and curiosity as a learner I.C1 Shows eagerness and curiosity as a learner
ATL5 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences	3, 4 K	II.B1 Attends to tasks and seeks help when encountering a problem I.C2 Sustains attention to a task, persisting even after encountering difficulty
ATL6 Demonstrates increasing ability to set goals and develop and follow through on plans	3, 4 K	II.A2 Shows some self-direction II.C1 Approaches play with purpose and inventiveness I.C3 Approaches tasks with flexibility and inventiveness
ATL7 Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions	3, 4 K	II.B1 Attends to tasks and seeks help when encountering a problem I.C2 Sustains attention to a task, persisting even after encountering difficulty

ATL8 Grows in the ability to distinguish when and how to seek help or information	3, 4	II.B1 Attends to tasks and seeks help when encountering a problem I.C1 Seeks adult help when needed to resolve conflicts
	K	I.E1 Seeks adult help and begins to use simple strategies to resolve conflicts
ATL9 Develops increasing ability to find more than one solution to a question, task, or problem	4	II.C1 Approaches tasks with flexibility and inventiveness
	K	I.C3 Approaches tasks with flexibility and inventiveness
ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults	3, 4	VI.A1 Uses senses to observe and explore classroom materials and natural phenomena VI.A2 Begins to use simple tools and equipment for investigation
	4	VI.A3 Asks questions about the natural world and seeks answers through active exploration
	K	IV.A1 Seeks information through observation, exploration, and descriptive investigations IV.A3 Forms explanations and communicates scientific information
ATL11 Develops increasing abilities to classify, compare, and contrast objects, events, and experiences	3	VI.B1 Makes comparisons among objects
	4	VI.B1 Begins to describe and compare materials, living things, natural resources, and processes
	K	IV.B1 Identifies, describes, and compares properties of objects

Physical Health and Development		
PHD1 Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer	3	VIII.B1 Uses strength and control to perform simple tasks VIII.B3 Explores the use of various drawing and art tools
	4	VIII.B1 Uses strength and control to perform simple tasks VIII.B3 Shows beginning control of writing, drawing, and art tools
	K	VII.B1 Uses strength and control to perform tasks VII.B3 Uses writing and drawing tools with some control
PHD2 Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors	3, 4	VIII.B2 Uses eye-hand coordination to perform simple tasks
	K	VII.B2 Uses eye-hand coordination to perform tasks efficiently
PHD3 Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology	3	VIII.B1 Uses strength and control to perform simple tasks VIII.B3 Explores the use of various drawing and art tools
	4	VIII.B1 Uses strength and control to perform simple tasks VIII.B3 Shows beginning control of writing, drawing, and art tools
	K	VII.B1 Uses strength and control to perform tasks VII.B3 Uses writing and drawing tools with some control
PHD4 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping	3, 4	VIII.A1 Moves with some balance and control VIII.A2 Coordinates movements to perform simple tasks
	K	VII.A1 Moves with balance and control VII.A2 Coordinates movements to perform tasks
PHD5 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing	3, 4	VIII.A1 Moves with some balance and control VIII.A2 Coordinates movements to perform simple tasks
	K	VII.A1 Moves with balance and control VII.A2 Coordinates movements to perform tasks

PHD6 Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate	3, 4	VIII.A1 Moves with some balance and control VIII.A2 Coordinates movements to perform simple tasks
	K	VII.A1 Moves with balance and control VII.A2 Coordinates movements to perform tasks
PHD7 Progresses in physical growth, strength, stamina, and flexibility	3, 4	VIII.A1 Moves with some balance and control VIII.A2 Coordinates movements to perform simple tasks
	K	VII.A1 Moves with balance and control VII.A2 Coordinates movements to perform tasks
PHD8 Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness	3, 4	VIII.A1 Moves with some balance and control VIII.A2 Coordinates movements to perform simple tasks
	K	VII.A1 Moves with balance and control VII.A2 Coordinates movements to perform tasks
PHD9 Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting	3	VIII.C1 Begins to perform self-care tasks independently VIII.C2 Follows basic health and safety rules with reminders
	4	VIII.C1 Performs some self-care tasks independently VIII.C2 Follows basic health and safety rules
	K	VII.C1 Performs self-care tasks competently VII.C2 Shows beginning understanding of and follows health and safety rules
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	3	VIII.C2 Follows basic health and safety rules with reminders
	4	VIII.C2 Follows basic health and safety rules
	K	VII.C2 Shows beginning understanding of and follows health and safety rules

PHD11 Develops increasing ability to use senses including aids and assistive technology as needed	3, 4	VI.A1 Uses senses to observe and explore classroom materials and natural phenomena
	K	IV.A2 Uses simple tools and equipment to extend the senses and gather data