

ABOUT CORE KNOWLEDGE PRESCHOOL

The foundational document for the Core Knowledge approach to preschool is the **Core Knowledge Preschool Sequence**. This FRAMEWORK outlines the content and skills that make up a comprehensive preschool experience for children ages three to five. The skills in the sequence are outlined at two levels. Level I skills are designed for typically developing three- to four-year-olds. Level II skills are designed for typically developing four- to five-year-olds.

The **Core Knowledge Preschool Sequence and Teacher Handbook** provides more details for supporting implementation of the developmentally appropriate and research based Core Knowledge Preschool Sequence. Chapters addressing each of the following content areas and developmental domains: Movement & Coordination, Autonomy & Social Skills, Work Habits, Oral Language, Nursery Rhymes, Poems, Fingerplays, and Songs, Storybook Reading & Storytelling, Emergent Literacy in Reading & Writing, Mathematical Reasoning, Orientation in Time, Orientation in Space, Scientific Reasoning, Visual Art, and Music. For each of these domains, the handbook includes:

- Best practices for the developmental domain.
- Explicitly stated learning goals for each developmental domain.
- Language of instruction for each developmental domain.
- Cross-curricular connections that help demonstrate how the content and skills can be taught and reinforced cross-curricularly.
- Specific oral language skills presented within each developmental domain.
- Background knowledge and teaching ideas that support *What Teachers Need to Know* to meet the needs of individual children and address the content, goals, and skills.
- Assessment and Scaffolding Strategies specific to each developmental domain.
- Resource lists for both children and teachers.

The **Core Knowledge Language Arts Program for Preschool** (CKLA Preschool) is a comprehensive ELA program that includes lessons and materials to teach language and literacy skills from the Sequence in the context of content-rich domains (units of study).

HOW TO READ THIS ALIGNMENT

Domains from the 2015 Head Start Early Learning Outcomes Framework will look like this.

Sub-domains from the 2015 Head Start Early Learning Outcomes Framework will look like this.

Goals from the 2015 Head Start Early Learning Outcomes Framework will look like this.

Goals from the Core Knowledge Preschool Sequence will look like this.

Skills from the Core Knowledge Preschool Sequence will appear under each goal.

"I-" indicates a level I skill appropriate for typically developing 3- to 4-year-olds.

"II-" indicates a level II skill appropriate for typically developing 4- to 5-year-olds.

Specific domains (units) from CKLA Preschool that address particular skills are listed in the right-hand column.



An *activity probe* to assess this skill is available in the **Core Knowledge Preschool Assessment Kit (CK-PAT)**



This skill is an explicit objective in **Core Knowledge Language Arts (CKLA) Preschool**.



This skill is reinforced through a variety of activities in the **Core Knowledge Language Arts Program for Preschool**.

Core Knowledge Sequence Skill

DOMAIN: APPROACHES TO LEARNING

SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

P-ATL 1. Child Manages emotions with increasing independence

Goal: Express one's feelings

II-AS4.1 Identify and label the following emotions: happy, sad, angry, afraid, frustrated, and confused.

II-AS4.2 Use acceptable methods of expressing anger.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Communicates with others

 II-AS5.5 *Ask appropriately for help of an adult when needed. Plants

II-AS6.2 Offer assistance to another child.

Goal: Understand and Use Language to Communicate - Asserting State of Being, Needs, and Desires

 II-OL3.2 Identify and express physical sensations, mental states, and emotional feelings (happy, sad, angry, afraid, frustrated, confused). Classic Tales, Plants

P-ATL 2. Child follows classroom rules and routines with increasing independence.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Cooperates with others

II-AS6.1 Identify and follow classroom rules.

 I-AS6.3a Carry out chores & responsibilities that contribute to the well-being and functioning of the group.

 II-AS6.3b Carry out certain chores that contribute to the well-being and functioning of the group.

 I-AS6.7 *With advance notice, stop when told & change activities, moving cooperatively to another activity.

 I-AS6.8a Follow rules for simple childhood games.

Goal: Develop Independent Work Habits

 I-AS8.1a *Carry out single-step oral directions.

 II-AS8.1b *Carry out multi-step oral directions that have been accompanied by preliminary demonstration.

P-ATL 3. Child appropriately handles and takes care of classroom materials.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Cooperates with others

II-AS6.5 Respect the personal belongings and property of others.

 I-AS6.7 *With advance notice, stop when told & change activities, moving cooperatively to another activity.

Goal: Develop Independent Work Habits

I-AS8.3 Return toys and materials to their proper location after use.

Core Knowledge Sequence Skill



II-AS8.5 Organize and plan what is needed to carry out a project or task, with adult assistance as needed.

P-ATL 4. Child manages actions, words, and behavior with increasing independence.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Communicates with others

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|-------------------------------------|--|-----------|---|---|
| <input checked="" type="checkbox"/> | | I-AS5.8 | *Wait turn to speak in a group. | All About Me, Families and Communities, Animals |
| <input checked="" type="checkbox"/> | | I-AS6.4 | *Sit among other children during a group activity, remaining in own physical space. | |
| <input checked="" type="checkbox"/> | | II-AS6.10 | Accept consequences of actions. | |
| <input checked="" type="checkbox"/> | | II-AS6.11 | Attempt to solve problems or conflicts using words. | |

SUB-DOMAIN: COGNITIVE SELF-REGULATION(EXECUTIVE FUNCTIONING)

P-ATL 5. Child demonstrates ability to control impulses.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Communicates with others

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| <input checked="" type="checkbox"/> | | II-AS5.7 | Interrupt a conversation between 2 people politely. | |
| <input checked="" type="checkbox"/> | | I-AS6.4 | *Sit among other children during a group activity, remaining in own physical space. | |
| <input checked="" type="checkbox"/> | | I-AS6.7 | *With advance notice, stop when told & change activities, moving cooperatively to another activity. | |
| <input checked="" type="checkbox"/> | | II-AS6.9 | Ignore inappropriate peer behavior. | |

P-ATL 6. Child maintains focus and sustains attention with minimal adult support.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Communicates with others

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|-------------------------------------|--|----------|---|--|
| | | I-AS5.6 | Attend & listen while others speak during a group activity. | All About Me, Families and Communities, Plants |
| <input checked="" type="checkbox"/> | | II-AS5.9 | Demonstrate observable listening behaviors. | All About Me, Families and Communities |

Goal: Develop Independent Work Habits

I-AS8.2a Choose and use a toy or an activity independently for a sustained period of time (at least 10 minutes).

Goal: Listen to Stories Read Aloud

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|--|--|----------|--|--|
| | | I-SR1.1a | Attend and listen to illustrate picture books with simple story lines. | Classic Tales, All About Me, Families and Communities, Animals, Plants, Habitats |
|--|--|----------|--|--|

II-SR1.1b Attend and listen to picture books with story lines (30 minutes), as well as books of other genres, such as nonfiction (15 minutes).

Goal: Demonstrate an Awareness of Book and Print (Written Language) Organization

Core Knowledge Sequence Skill

II-SR4.2 Attend and listen to books with minimal or no illustrations (15 minutes).

P-ATL 7. Child persists in tasks.

Goal: Develop Independent Work Habits

II-AS8.2b Choose and use a toy or an activity independently for a sustained period of time (at least 20 minutes) .



I-AS8.4 Work in an orderly, persistent fashion in completing a task, even if difficulty is encountered.

P-ATL 8. Child holds information in mind and manipulates it to perform tasks.

Goal: Develop Independent Work Habits



II-AS8.5 Organize and plan what is needed to carry out a project or task, with adult assistance as needed.

Goal: Attend to Visual Detail of Objects and Images

I-VA1.2a Play games requiring matching of like images, such as lotto games.

II-VA1.2b Play games requiring matching of like images such as domino games.



I-VA1.3a Identify the colors red, yellow, blue, green, orange, purple, brown, black, white.



II-VA1.3b Identify from memory the color of objects from nature, when not in view.

II-VA1.4b Demonstrate memory of visual details by playing “Concentration” type memory games.

I-VA1.4a Demonstrate memory of visual details by identifying what is different after a collection of objects is examined, removed from sight, altered & reintroduced.

P-ATL 9. Child demonstrates flexibility in thinking and behavior

Children have opportunity to demonstrate flexibility in thinking and behavior through a variety of activities that target the *Core Knowledge Sequence* and *CKLA* skills and content.

SUB-DOMAIN: INITIATIVE AND CURIOSITY

P-ATL 10. Child demonstrates initiative and independence

Goal: Internalize and conceptualize an image of one's body



I-AS3.1a Practice good hygiene (use bathroom independently, wash hands, etc), use appropriate table manners (feed self, using fork, spoon and knife, appropriate use of napkin), put on clothing, etc.

II-AS3.1b Care for personal needs by dressing self independently (fastening clothing, using buttons and zippers) .

Goal: Develop Independent Work Habits



II-AS8.6 Describe and evaluate one’s own work, identify and correct errors, refine work, with the assistance and feedback of an adult, when needed.

Goal: Understand and Use Language to Communicate - Asserting State of Being, Needs, and Desires



I-OL3.1 *Express personal needs & desires verbally in a comprehensible manner.

Plants

Goal: Understand and Use Language to Communicate - Explaining / Directing

Core Knowledge Sequence Skill



I-OL5.1a Give simple single step directions.

Families and Communities, Animals

Goal: Develop an Appreciation for Art



II-VA3.2 Describe one's own art work, explaining the materials and techniques used.

P-ATL 11. Child shows interest in and curiosity about the world around them

Children have opportunity to show interest in and curiosity about the world around them through a variety of activities that target the *Core Knowledge Sequence* and *CKLA* skills and content.

Classic Tales, Famous People in American History, All About Me, Families and Communities, Animals, Plants, Habitats

SUB-DOMAIN: CREATIVITY

P-ATL 12. Child expresses creativity in thinking and communication

Children have opportunity to express creativity in thinking and communication through a variety of activities that target the *Core Knowledge Sequence* and *CKLA* skills and content.

P-ATL 13. Child uses imagination in play and interactions with others.

Children have opportunity to use imagination in play and interactions with others through a variety of activities that target the *Core Knowledge Sequence* and *CKLA* skills and content.

DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB-DOMAIN: RELATIONSHIPS WITH ADULTS

P-SE 1. Child engages in and maintains positive relationships and interactions with adults

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Communicates with others

II-AS5.1b Recognize, call by name, and indicate role of school personnel.



II-AS5.5 *Ask appropriately for help of an adult when needed.

Plants

P-SE 2. Child engages in prosocial and cooperative behavior with adults.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Communicates with others

I-AS5.1a *Recognize and call classmates and teacher by name.

II-AS5.1b Recognize, call by name, and indicate role of school personnel.

I-AS5.2 Greet adults as "Mr. (name)," "Ms. Or Mrs. (name)".



I-AS5.3 *Acknowledge and return greetings and farewells.

All About Me

I-AS5.4 *Make requests and acknowledge attempts to meet requests politely.



II-AS5.5 *Ask appropriately for help of an adult when needed.

Plants

SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Communicates with others

Core Knowledge Sequence Skill

<input checked="" type="checkbox"/>	I-AS5.1a	*Recognize and call classmates and teacher by name.	
	I-AS5.3	*Acknowledge and return greetings and farewells.	All About Me
<input checked="" type="checkbox"/>	I-AS5.4	*Make requests and acknowledge attempts to meet requests politely.	
<input checked="" type="checkbox"/> 	I-AS5.8	*Wait turn to speak in a group.	All About Me, Families and Communities, Animals
<input checked="" type="checkbox"/>	II-AS6.2	Offer assistance to another child.	
	II-AS6.12	Complete an activity or project in conjunction with another child or small group.	

P-SE 4. Child engages in cooperative play with other children.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Cooperates with others

	II-AS6.12	Complete an activity or project in conjunction with another child or small group.	
<input checked="" type="checkbox"/>	II-AS6.6	Take turns using toys and sharing materials.	
	II-AS6.8b	Follow the rules for simple childhood games (board games and group circle games).	
	II-VA2.20	Work with other children to create a collective work of art, such as a large group mural, collage, etc.	

P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

Core Knowledge Sequence and CKLA skills and content that target language, communication and social skills provide children with the tools to resolve conflicts with other children.

SUB-DOMAIN: EMOTIONAL FUNCTIONING

P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

Goal: Understand and Use Language to Communicate - Express a Point of View and Imagining

	II-OL6.1	Express a personal opinion.	Classic Tales, Important People, All About Me, Families and Communities, Plants, Habitats
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P-SE 7. Child expresses care and concern toward others.

Goal: Express one's feelings

	II-AS4.1	Identify and label the following emotions: happy, sad, angry, afraid, frustrated, and confused.	
	II-AS4.2	Use acceptable methods of expressing anger.	
<i>Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Cooperates with others</i>			

Core Knowledge Sequence Skill

<input checked="" type="checkbox"/>	II-AS6.2	Offer assistance to another child.	
<i>Goal: Understand and Use Language to Communicate - Express a Point of View and Imagining</i>			
	II-OL6.2	Assume a different role or perspective and express different possibilities, imaginary or realistic.	Classic Tales, Important People, All About Me, Families and Communities, Animals, Plants

P-SE 8. Child manages emotions with increasing independence.

<i>Goal: Express one's feelings</i>			
	II-AS4.1	Identify and label the following emotions: happy, sad, angry, afraid, frustrated, and confused.	
	II-AS4.2	Use acceptable methods of expressing anger.	
<i>Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Communicates with others</i>			
<input checked="" type="checkbox"/>		II-AS5.5 *Ask appropriately for help of an adult when needed.	Plants
<input checked="" type="checkbox"/>	II-AS6.2	Offer assistance to another child.	
<i>Goal: Understand and Use Language to Communicate - Asserting State of Being, Needs, and Desires</i>			
<input checked="" type="checkbox"/>		II-OL3.2 Identify and express physical sensations, mental states, and emotional feelings (happy, sad, angry, afraid, frustrated, confused).	Classic Tales, Plants

SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING

P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests

<i>Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax</i>			
<input checked="" type="checkbox"/>		II-OL9.29 *Describe oneself, home & immediate family.	All About Me, Families and Communities
<i>Goal: Understand and Use Language to Communicate - Express a Point of View and Imagining</i>			
	II-OL6.1	Express a personal opinion.	Classic Tales, Important People, All About Me, Families and Communities, Plants, Habitats
<i>Goal: Demonstrate an Awareness of the Passage of Time and of Periods of Time, as "The Past," "The Present," or "The Future."</i>			
	II-OT3.2	Sequence and describe photos and/or drawings that represent a timeline of one's own life and experiences.	All About Me

P-SE 10. Child expresses confidence in own skills and positive feelings about self.

P-SE 11. Child has sense of belonging to family, community and other groups.

Core Knowledge Sequence Skill

Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax

<input checked="" type="checkbox"/>		II-OL9.29	*Describe oneself, home & immediate family.	All About Me, Families and Communities
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Goal: Develop Memorization Skills

II-AS7.1 Memorize address, phone number, and date of birth.

Goal: Demonstrate an Awareness of the Passage of Time and of Periods of Time, as “The Past,” “The Present,” or “The Future.”

II-OT3.5 Arrange photos and/or drawings of members of one’s own family on a genealogical tree or diagram to represent 3 generations.

DOMAIN: LANGUAGE AND COMMUNICATION

SUB-DOMAIN: ATTENDING AND UNDERSTANDING

P-LC 1. Child attends to communication and language from others.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Communicates with others

	I-AS5.6	Attend & listen while others speak during a group activity.	All About Me, Families and Communities, Plants
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	I-AS5.3	*Acknowledge and return greetings and farewells.	All About Me
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<input checked="" type="checkbox"/>		I-AS5.8	*Wait turn to speak in a group.	All About Me, Families and Communities, Animals
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Goal: Understand and Use Language to Communicate - Conversing

<input checked="" type="checkbox"/>	I-OL2.1a	*Carry on a dialogue or conversation with an adult, initiating comments or responding to partner’s comments.	
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<input checked="" type="checkbox"/>		II-OL2.1b	*Carry on a dialogue or conversation with a child of approximately the same age, initiating comments or responding to partner’s comments.	Classic Tales,
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II-OL2.2b Carry on a simple conversation on the telephone.

I-OL2.2a Answer the telephone appropriately.

P-LC 2. Child understand and responds to increasingly complex communication and language from others.

Goal: Develop Independent Work Habits

<input checked="" type="checkbox"/>		II-AS8.1b	*Carry out multi-step oral directions that have been accompanied by preliminary demonstration.	
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Goal: Understand and Use Non-verbal Features of Communication

	II-OL1.1b	Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, urgency.	All About Me, Families and Communities
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Goal: Understand and Use Language to Communicate - Conversing

<input checked="" type="checkbox"/>		II-OL2.1b	*Carry on a dialogue or conversation with a child of approximately the same age, initiating comments or responding to partner’s comments.	Classic Tales,
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Goal: Understand and Use Language to Think: Organize, Relate and Analyze Information - Predicting

<input checked="" type="checkbox"/>		II-OL7.2	*Identify outcomes & possible causes.	
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Core Knowledge Sequence Skill

Goal: Understand and Use Language to Think: Organize, Relate and Analyze Information - Relating Concepts and Reasoning Logically

<input checked="" type="checkbox"/>		II-OL8.1b	Name Opposites big-little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; open-close; tall-short; yes-no.	Classic Tales, Families and Communities, Habitats
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Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax

<input checked="" type="checkbox"/>		I-OL9.1a	Point to/understand increasingly precise nouns related to the home, family, and food.	
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<input checked="" type="checkbox"/>		II-OL9.1b	Use increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.	All About Me, Families and Communities, Animals, Plants, Habitats
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<input checked="" type="checkbox"/>		I-OL9.2a	Use increasingly precise nouns related to the home, family, & food.	
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<input checked="" type="checkbox"/>		II-OL9.2b	Point to/understand precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.	
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<input checked="" type="checkbox"/>		I-OL9.3a	Point to body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, stomach, toe.	
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<input checked="" type="checkbox"/>		II-OL9.3b	Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist.	
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<input checked="" type="checkbox"/>		I-OL9.4a	Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, nose, stomach, toe. (Same objective as 3KD-SP-A1B and ASD-AS-A3) .	
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<input checked="" type="checkbox"/>		II-OL9.4b	Name parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist.	
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		I-OL9.5a	Understand increasingly precise verbs related to the five senses.	
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		II-OL9.5b	Understand increasingly precise verbs related to eating, movement, and the five senses.	All About Me, Animals, Plants, Habitats
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		I-OL9.6a	*Use increasingly precise verbs related to the five senses.	
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<input checked="" type="checkbox"/>		II-OL9.6b	*Use increasingly precise verbs related to eating, movement, the five senses.	
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<input checked="" type="checkbox"/>		I-OL9.7	*Point to colors: black, blue, brown, green, orange, purple, red, white, yellow.	
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<input checked="" type="checkbox"/>		I-OL9.8	*Name colors: black, blue, brown, green, orange, purple, red, white, yellow .	
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<input checked="" type="checkbox"/>		I-OL9.9a	*Point to a circle, a square, and a triangle.	
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<input checked="" type="checkbox"/>		II-OL9.9b	*Point to a circle, a square, a triangle, and a rectangle.	
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<input checked="" type="checkbox"/>		I-OL9.10a	*Name a circle, square, and triangle.	
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<input checked="" type="checkbox"/>		II-OL9.10b	*Name a circle, square, triangle, & rectangle.	
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<input checked="" type="checkbox"/>		I-OL9.11a	*Point to: more-less (fewer), one – four.	
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<input checked="" type="checkbox"/>		II-OL9.11b	*Point to: any-some, all-none, more-less (fewer), most-least, many-few, equal, one - ten.	
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<input checked="" type="checkbox"/>		I-OL9.12a	*Use quantity words: more-less, one – four.	
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Core Knowledge Sequence Skill

✓	II-OL9.12b	*Use quantity words: any-some, all-none, more-less (fewer), most-least, many-few, equal, one - ten.	
	II-OL9.15	Understand increasingly precise vocabulary (adjectives-describing words).	
✓	I-OL9.16a	*Demonstrate understanding of temporal words (today; before-after; now; first-last; day-night; current day; week).	
✓ 	II-OL9.16b	*Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon).	Classic Tales, Important People, All About Me, Families and Communities, Animals, Plants, Habitats
✓	I-OL9.17a	*Use temporal words (today; before-after; now; first-last; day-night; current day; week).	
✓ 	II-OL9.17b	*Use temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon).	Classic Tales, Important People, Families and Communities, Animals, Plants, Habitats
✓ 	I-OL9.18a	*Demonstrate understanding of spatial words (in-out; in front of-behind; at the top of- at the bottom of; under-over; in a line/row; up-down).	Classic Tales, Important People, All About Me, Families and Communities
✓	II-OL9.18b	*Show understanding of spatial words” there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back.	
✓	I-OL9.19a	*Use spatial words (in-out; in front of-behind; at the top of- at the bottom of; under-over; in a line/row; up-down).	
✓ 	II-OL9.19b	*Use spatial words (there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back).	Classic Tales, Important People, Families and Communities
	I-OL9.20a	Use present and past verb tense.	Important People, Animals, Plants, Habitats
	II-OL9.20b	Use the future verb tense.	Animals, Plants
	I-OL9.21	Understand and use increasingly detailed, elaborated declarative sentences.	Classic Tales,
	II-OL9.22	Understand and use complex sentences with clauses introduced by “because, if, as soon as, so that, while, before, after, who, that, when, (verb)+ing”.	Classic Tales, Animals, Habitats
	I-OL9.23	Ask or answer questions beginning with who, what, where, when, why.	Important People, All About Me, Animals, Plants
	I-OL9.25	Understand and use increasingly detailed, elaborated imperatives.	
	I-OL9.26	Understand and use the negative forms of declarative sentences, questions, and imperatives.	
	I-OL9.27a	Combine simple sentences using “and”.	Classic Tales, Families and Communities

Core Knowledge Language Arts for Preschool Domain

Core Knowledge Sequence Skill

	II-OL9.27b	Combine simple sentences using “but”, “or”.	Classic Tales,
	I-OL9.28	Use personal pronouns correctly, especially “I” when referring to oneself.	
<input checked="" type="checkbox"/> 	II-OL9.30	*Point to: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin.	Classic Tales, Habitats
<input checked="" type="checkbox"/> 	II-OL9.31	*Use size words: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin.	Classic Tales, Habitats
	II-OL9.32	After listening to an oral description of a scene, recreate the scene in pictures.	
	II-OL9.33	Give a detailed, sequential explanation of how to do something so that the activity can be carried out by another person.	
	II-OL9.34	Understand Adverbs – Describing words.	All About Me, Habitats
	II-OL9.35	Use Adverbs – Describing words quickly, slowly, gently, softly, and nicely.	
<i>Goal: Understand and Use the Language of Time</i>			
	II-OT1.2	Use present, past & future tenses of verbs to describe day-to-day occurrences.	
SUB-DOMAIN: COMMUNICATING AND SPEAKING			
P-LC 3. Child varies the amount of information provided to meet the demands of the situation.			
<i>Goal: Understand and Use Language to Communicate - Explaining / Directing</i>			
	II-OL5.1b	Give simple, multi-step directions.	Families and Communities
P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.			
<i>Goal: Understand and Use Non-verbal Features of Communication</i>			
	I-OL1.1a	Adapt the volume of one’s voice to different settings and different purposes.	All About Me, Families and Communities
	II-OL1.1b	Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, urgency.	All About Me, Families and Communities
P-LC 5. Child expresses self in increasingly loing, detailed, and sophisticated ways.			
<i>Goal: Understand and Use Language to Communicate - Asserting State of Being, Needs, and Desires</i>			
<input checked="" type="checkbox"/> 	I-OL3.1	*Express personal needs & desires verbally in a comprehensible manner.	Plants
<i>Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax</i>			
<input checked="" type="checkbox"/> 	II-OL9.1b	Use increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.	All About Me, Families and Communities, Animals, Plants, Habitats
<input checked="" type="checkbox"/>	II-OL9.2b	Point to/understand precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.	
	II-OL9.15	Understand increasingly precise vocabulary (adjectives-describing words).	
	II-OL9.20b	Use the future verb tense.	Animals, Plants

Core Knowledge Language Arts for Preschool Domain

Core Knowledge Sequence Skill

	II-OL9.22	Understand and use complex sentences with clauses introduced by “because, if, as soon as, so that, while, before, after, who, that, when, (verb)+ing”.	Classic Tales, Animals, Habitats
	II-OL9.27b	Combine simple sentences using “but”, “or”.	Classic Tales,
<i>Goal: Develop an Appreciation for Art</i>			
	II-VA3.2	Describe one’s own art work, explaining the materials and techniques used.	

SUB-DOMAIN: VOCABULARY

P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

<i>Goal: Understand and Use Non-verbal Features of Communication</i>				
	II-OL1.1b	Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, urgency.	All About Me, Families and Communities	
<i>Goal: Understand and Use Language to Communicate - Conversing</i>				
<input checked="" type="checkbox"/>		II-OL2.1b	*Carry on a dialogue or conversation with a child of approximately the same age, initiating comments or responding to partner’s comments.	Classic Tales,
		II-OL2.2b	Carry on a simple conversation on the telephone.	
<input checked="" type="checkbox"/>		II-OL3.2	Identify and express physical sensations, mental states, and emotional feelings (happy, sad, angry, afraid, frustrated, confused).	Classic Tales, Plants
<i>Goal: Understand and Use Language to Communicate - Narrating</i>				
<input checked="" type="checkbox"/>		II-OL4.3b	*Sequence & describe 3 – 5 images of events or phases of a single event, that have been experienced.	
		II-OL4.4b	Describe an event or task that has already taken place outside the immediate place and time.	Classic Tales, Families and Communities, Animals, Plants
		II-OL4.5b	Describe an event or task that will take place.	Families and Communities, Animals, Habitats
<i>Goal: Understand and Use Language to Communicate - Explaining / Directing</i>				
		II-OL5.1b	Give simple, multi-step directions.	Families and Communities
<i>Goal: Understand and Use Language to Communicate - Express a Point of View and Imagining</i>				
		II-OL6.1	Express a personal opinion.	Classic Tales, Important People, All About Me, Families and Communities, Plants, Habitats
		II-OL6.2	Assume a different role or perspective and express different possibilities, imaginary or realistic.	Classic Tales, Important People, All About Me, Families and Communities, Animals, Plants

Core Knowledge Sequence Skill

Goal: Understand and Use Language to Think: Organize, Relate and Analyze Information - Predicting

 II-OL7.2 *Identify outcomes & possible causes.

Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax

 II-OL9.1b Use increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services. All About Me, Families and Communities, Animals, Plants, Habitats

II-OL9.2b Point to/understand precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.

 II-OL9.3b Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist.

II-OL9.4b Name parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist.

 II-OL9.5b Understand increasingly precise verbs related to eating, movement, and the five senses. All About Me, Animals, Plants, Habitats

II-OL9.6b *Use increasingly precise verbs related to eating, movement, the five senses.

 II-OL9.16b *Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon). Classic Tales, Important People, All About Me, Families and Communities, Animals, Plants, Habitats

 II-OL9.17b *Use temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon). Classic Tales, Important People, Families and Communities, Animals, Plants, Habitats

II-OL9.18b *Show understanding of spatial words” there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back.

 II-OL9.19b *Use spatial words (there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back). Classic Tales, Important People, Families and Communities

 II-OL9.29 *Describe oneself, home & immediate family. All About Me, Families and Communities

II-OL9.32 After listening to an oral description of a scene, recreate the scene in pictures.

II-OL9.33 Give a detailed, sequential explanation of how to do something so that the activity can be carried out by another person.

P-LC 7. Child shows understanding of word categories and relationships among words.

Core Knowledge Sequence Skill

Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax

<input checked="" type="checkbox"/>		II-OL9.2b	Point to/understand precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.	
<input checked="" type="checkbox"/>		II-OL9.3b	Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist.	
<input checked="" type="checkbox"/>		II-OL9.4b	Name parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist.	
		II-OL9.5b	Understand increasingly precise verbs related to eating, movement, and the five senses.	All About Me, Animals, Plants, Habitats
<input checked="" type="checkbox"/>		II-OL9.6b	*Use increasingly precise verbs related to eating, movement, the five senses.	
<input checked="" type="checkbox"/>		II-OL9.9b	*Point to a circle, a square, a triangle, and a rectangle.	
<input checked="" type="checkbox"/>		II-OL9.11b	*Point to: any-some, all-none, more-less (fewer), most-least, many-few, equal, one - ten.	
<input checked="" type="checkbox"/>		II-OL9.12b	*Use quantity words: any-some, all-none, more-less (fewer), most-least, many-few, equal, one - ten.	
<input checked="" type="checkbox"/>		II-OL9.16b	*Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon).	Classic Tales, Important People, All About Me, Families and Communities, Animals, Plants, Habitats
<input checked="" type="checkbox"/>		II-OL9.17b	*Use temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon).	Classic Tales, Important People, Families and Communities, Animals, Plants, Habitats
<input checked="" type="checkbox"/>		II-OL9.18b	*Show understanding of spatial words” there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back.	
<input checked="" type="checkbox"/>		II-OL9.19b	*Use spatial words (there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back).	Classic Tales, Important People, Families and Communities
<input checked="" type="checkbox"/>		II-OL9.30	*Point to: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin.	Classic Tales, Habitats
<input checked="" type="checkbox"/>		II-OL9.31	*Use size words: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin.	Classic Tales, Habitats

DOMAIN: LITERACY

SUB-DOMAIN: PHONOLOGICAL AWARENESS

P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Goal: Develop an Awareness of the Structure of Print

Core Knowledge Language Arts for Preschool Domain

Core Knowledge Sequence Skill

	II-EL5.6	Associate spoken and written language by matching written word labels with spoken words.	Classic Tales, Families and Communities
	II-EL5.7	*Point to words as distinct units on a page of print.	
<i>Goal: Develop Phonemic Awareness</i>			
<input checked="" type="checkbox"/>		II-EL6.1 *Segment a spoken sentence into separate, distinct words.	Families and Communities
		II-EL6.2 Blend spoken parts of a compound word, saying a whole word.	Classic Tales, Families and Communities, Animals, Plants, Habitats
<input checked="" type="checkbox"/>		II-EL6.3 *Blend two spoken syllables, saying the whole word.	Classic Tales, Families and Communities, Animals, Plants, Habitats
		II-EL6.4 Given a sound and a choice of two words, choose the word that begins with the given sound.	Animals, Plants, Habitats
<input checked="" type="checkbox"/>		II-EL6.5 *Give the beginning sound of a spoken word.	Animals, Plants, Habitats
<input checked="" type="checkbox"/>		II-EL6.6 *Indicate the number of phonemes (1 – 3) heard in a real or nonsense word.	
<input checked="" type="checkbox"/>		II-EL6.8 *Given a word, provide a rhyming word.	Families and Communities, Animals, Plants, Habitats
<i>Goal: Develop Memorization Skills</i>			
		I-NR1.1a *Memorize and recite with others a simple nursery rhyme, poem, or song.	All About Me, Families and Communities, Animals, Plants, Habitats
		II-NR1.1b Memorize & recite independently a simple nursery rhyme, poem or song.	Families and Communities, Animals, Habitats
<i>Goal: Listen to Nursery Rhymes, Poems, Fingerplays and Songs and Respond with Appropriate Gestures</i>			
		II-NR2.2b Interpret & act out through pantomime a nursery rhyme, poem or fingerplay, using one's own original gestures and movements.	Plants
<i>Goal: Develop a Sense of Rhyme</i>			
		II-NR3.1 Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word.	All About Me, Families and Communities, Animals
		II-NR3.2 Using familiar rhymes, poems or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation.	Families and Communities, Animals, Habitats
<i>Goal: Listen to and Discriminate Differences in Sound</i>			
		II-MU1.5 Identify family members or friends by their voice alone.	
		II-MU1.6 Listen to environmental sounds presented sequentially as a “sound story” & describe the events in context in which they are occurring.	
		II-MU1.7 Identify and associate sounds with the objects and instruments (rhythm band, piano, violin) which produce them.	

Core Knowledge Sequence Skill

II-MU1.8 Identify a selection of music as either vocal or instrumental music.

Goal: Listen to and Sing Songs

 I-MU3.1a Listen to, sing & perform children’s songs & finger plays with others.

 II-MU3.1b Listen to, sing & perform children’s songs and fingerplays individually or with others.

I-MU3.2a Sing a musical dialogue in which 2 or more groups answer one another.

II-MU3.2b Sing a round for 2 or more groups.

Goal: Use the Body Expressively

 II-MC5.3 Act out a nursery rhyme, poem, or fingerplay.

SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE

P-LIT 2. Child demonstrates understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

Goal: Demonstrate an Awareness of Book and Print (Written Language) Organization

 II-SR4.6 *Point to the title of a book, the top, middle, or bottom of a page, the beginning of the book, where to start reading a book, the order that words are read on a page, the end of the book, a word, a letter.

Important People, All About Me, Families and Communities, Animals, Plants, Habitats

 II-SR4.7 Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question.

Animals, Habitats

Goal: Develop an Awareness of Written Matter/Print in Everyday Surroundings and Its Many Uses

 I-EL1.1 *Identify different examples of print in the environment.

I-EL2.1a Dictate a caption for a drawing or photograph.

I-EL2.2 Collect objects using an illustrated list (pictures labeled with words).

 I-EL2.3a Use a simplified schedule of daily activities, depicted in pictures and words to describe the order of events for the day, i.e. which are the first and last activities .

All About Me, Animals

 II-EL2.3b Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity.

All About Me, Animals

II-EL2.4 Use a simplified, illustrated telephone listing.

 II-EL3.2 Dictate a description to accompany one’s drawing of people, objects, events or activities, derived from one’s experience or imagination.

II-EL4.1 Follow a simple, illustrated recipe.

 II-EL4.2 Assemble a simple object or craft following illustrated directions.

Classic Tales, Important People, Families and Communities

Core Knowledge Sequence Skill

Goal: Establish Reference Points in Time

II-OT2.9b Use a simple, illustrated schedule of daily activities to indicate which activity preceded and which will follow the current activity.

Goal: Demonstrate an Awareness of the Passage of Time and of Periods of Time, as “The Past,” “The Present,” or “The Future.”

 II-OT3.1 Sequence images depicting the evolution & completion of a project or undertaking, over an extended period of time.

P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

Goal: Develop an Awareness of the Structure of Print

I-EL5.1 *Recognize the initial letter of one’s first name.

I-EL5.2 *Recognize the written form of one’s first name.

Goal: Develop Phonemic Awareness

 II-EL6.7 *Identify at least 10 letters of the alphabet by name, especially those in child’s first name.

Families and Communities,
Animals, Plants, Habitats

 II-EL6.9 *Give the sounds of at least 3 letters of the alphabet, especially those in the child’s own name.

Animals, Plants, Habitats

Goal: Develop an Awareness of the Structure of Print

II-EL5.4 *Sing the “Alphabet Song”.

II-EL5.5 Read the first names of other classmates or family members.

Goal: Demonstrate an Awareness of Book and Print (Written Language) Organization

II-SR4.8 Point to words that begin with the same letter as own first name.

SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE

P-LIT 4. Child demonstrates understanding of narrative structure through storytelling/re-telling.

Goal: Participate in Stories Read Aloud

 I-SR2.1 Describe an illustration.

Classic Tales,

Goal: Develop a Notion of “Story Schema”

 I-SR3.1a *Retell a story that has been read aloud including characters, a beginning and an ending.

Classic Tales, Animals,
Plants, Habitats

 II-SR3.1b **“Retell” a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending.

Classic Tales, Animals,
Plants, Habitats

I-SR3.2a *Sequence illustrations of 3 story events.

 II-SR3.2b *Sequence illustrations of 3-5 story events.

Classic Tales, Animals, Plants

 I-SR3.3a “Read”/tell a story using a wordless picture book.

Classic Tales, Important
People, Plants

II-SR3.3b “Read”/tell a story based on the illustrations of a book with text that has not been read aloud previously.

Core Knowledge Sequence Skill

Goal: Demonstrate an Awareness of Book and Print (Written Language) Organization

	II-SR4.4	Provide a story ending consistent with other given story events.	Classic Tales, Important People, Families and Communities, Animals, Plants, Habitats
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	II-SR4.5	Make up and tell a story.	
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Goal: Understand and Use Language to Communicate - Narrating

I-OL4.1	Given a picture, individual object, or person within view: Indicate the object, person, or picture that has been designated.	
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I-OL4.2	Given a picture, individual object, or person within view: Describe the attributes of an object, person, or picture so that someone else may identify it.	
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<input checked="" type="checkbox"/> 	I-OL4.3a	*Sequence & describe 3 images of events or phases of a single event, that have been experienced, occurring at temporally distinct times of the day.	
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<input checked="" type="checkbox"/> 	II-OL4.3b	*Sequence & describe 3 – 5 images of events or phases of a single event, that have been experienced.	
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	I-OL4.4a	Describe an event or task that one is in the process of completing.	Plants
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	II-OL4.4b	Describe an event or task that has already taken place outside the immediate place and time.	Classic Tales, Families and Communities, Animals, Plants
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	I-OL4.5a	Describe an event or task that one has just experienced in the immediate past.	Plants, Habitats
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	II-OL4.5b	Describe an event or task that will take place.	Families and Communities, Animals, Habitats
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Goal: Establish Reference Points in Time

	II-OT2.2b	Sequence chronologically and describe 3-5 images of events or phases of a single event that have been experienced.	Animals
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Goal: Develop an Appreciation for Art

II-VA3.1	Look at and talk about works of art, describing details and “story” depicted, such as objects, people, activities, setting, time day/year, long ago/contemporary, etc. as well as the mood/feeling elicited.	
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P-LIT 5. Child asks and answers questions about a book that was read aloud.

Goal: Listen to Stories Read Aloud

	I-SR1.3	Find the illustration, or object within the illustration of a book, that is being described.	Important People, All About Me, Families and Communities, Animals, Plants, Habitats
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Core Knowledge Sequence Skill

<input checked="" type="checkbox"/>		I-SR1.4a	*Answer who, what and where questions about a read-aloud.	
<input checked="" type="checkbox"/>		II-SR1.4b	*Answer who, what, where, when and why questions about a read-aloud.	Classic Tales, Important People, Families and Communities, Animals, Plants, Habitats

SUB-DOMAIN: WRITING

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks

Goal: Internalize and conceptualize an image of one's body

<input checked="" type="checkbox"/>		I-AS2.2a	*Draw a simple line drawing (stick figure) of a person, such as a stick figure that includes a head, with eyes, nose, mouth, body, arms, and legs.	
<input checked="" type="checkbox"/>		II-AS2.2b	Draw a dimensional picture of a person that includes a head, with eyes, eyebrows, nose, mouth, hair, neck, body, arms with hands, legs with feet. .	

Goal: Develop an Awareness of Written Matter/Print in Everyday Surroundings and Its Many Uses - Narrating

		II-EL2.1b	Dictate a simple letter, invitation, or thank you note.	
<input checked="" type="checkbox"/>		II-EL3.1	*Represent “in written form” people, objects, events or activities, derived from one’s personal experience or imagination.	
		II-EL4.3	Represent “in written form,” following an actual experience: directions for a recipe or craft or scientific observation of events or experiments.	Families and Communities, Plants

Goal: Develop an Awareness of the Structure of Print

		II-EL5.3	*Write one’s first name, using upper- and lowercase letters appropriately.	
		II-EL5.8	Make beginning efforts to use invented, phonetic spelling to communicate in writing.	Plants, Habitats

Goal: Develop the Fine Motor Skills and Strokes Used in Writing

		I-EL7.4	Color a simple drawing staying within the lines.	
<input checked="" type="checkbox"/>		I-EL7.5a	*Draw and use as motifs: horizontal line, vertical line, point, spiral.	
<input checked="" type="checkbox"/>		II-EL7.5b	*Draw and use as Motifs: horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star.	Families and Communities, Animals, Plants
		I-EL7.6	Draw horizontal and vertical lines between two end points.	All About Me, Families and Communities, Animals
		II-EL7.7	Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger.	
		II-EL7.8	Trace and then draw independently the outlines of geometric shapes and irregular figures.	
<input checked="" type="checkbox"/>		II-EL7.9	*Write one’s first name, using upper- and lowercase letters appropriately.	Classic Tales, Animals, Plants, Habitats

Goal: Quantify Groups of Objects

		II-MR4.10	*Write numerals 1 – 6.	
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Core Knowledge Sequence Skill

II-MR4.11 Arrange or write the numbers 1-6 in sequential order.

DOMAIN: MATHEMATICS DEVELOPMENT

SUB-DOMAIN: COUNTING AND CARDINALITY

P-MATH 1. Child knows number names and the count sequence.

Goal: Quantify Groups of Objects

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|---|-----------|--|
| <input checked="" type="checkbox"/> | I-MR4.1a | *Recite the number sequence, 1 – 4. |
| <input checked="" type="checkbox"/> | II-MR4.1b | *Recite the number sequence, 1 – 10. |
| | I-MR4.2a | Compare 2 groups of no more than 4 objects/group & use quantitative vocabulary to describe the groups (more than, less than, the same as). |
| | II-MR4.2b | Compare 2 groups of no more than 6 objects/groups and use quantitative vocabulary to describe the groups (more than, less than, same as). |
|  | I-MR4.3a | Demonstrate one-to-one correspondence with concrete objects, up to 4 objects. |
|  | II-MR4.3b | Demonstrate one-to-one correspondence with concrete objects, up to 6 objects. |
| | I-MR4.4a | Construct a collection of objects so that it has the same number of objects as another group, up to 4 objects. |
| | II-MR4.4b | Construct a collection of objects so that it has the same number of objects as another group. |
| <input checked="" type="checkbox"/> | I-MR4.5a | *Count groups of objects with up to 4 items per group. |
| <input checked="" type="checkbox"/> | II-MR4.5b | *Count groups of objects with up to 6 items per group. |
| | I-MR4.6a | Given an oral number, create a group with the correct number of objects, up to 4 objects in a group. |
| | II-MR4.6b | Given an oral number, create a group with the correct number of objects, up to 6 objects. |
| | I-MR4.7 | Name the quantity/amount for 1 - 4 items. |
| <input checked="" type="checkbox"/> | I-MR4.8 | *Match numerals 1 – 4 with corresponding quantities. |
| <input checked="" type="checkbox"/> | II-MR4.9 | Name the quantity/amount for 1 - 6 items. |

Goal: Compare Written Numerals

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|--|-----------|---|
| | I-MR5.1a | Compare sets of numerals 1-4 to determine more & less, or greater than & less than. |
| | II-MR5.1b | Compare pairs of numerals, 1-6, to determine more and less or greater than and less than. |

Goal: Develop an Understanding of Addition and Subtraction

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|-------------------------------------|-----------|--|
| <input checked="" type="checkbox"/> | I-MR6.1a | *Illustrate the concept of “put together” & “take away” with sets of 1 – 4 objects, 4 items being the maximum in any set. |
| <input checked="" type="checkbox"/> | II-MR6.1b | *Illustrate the concept of “put together” and “take away” with sets of 1 – 6 objects, with 6 objects being the maximum in any set. |
| | II-MR6.3 | Add or subtract problems represented by numerals, 1-4, 4 being the largest numeral, using objects or pictures as needed. |

Goal: Identify Money

Core Knowledge Sequence Skill

	I-MR7.1a	Identify and count up to 4 pennies.	
	II-MR7.1b	Identify and count up to 6 pennies.	
<i>Goal: Quantify Groups of Objects</i>			
	II-MR4.13	Play a simple game moving one's marker the number of spaces shown on a single die.	
<i>Goal: Listen to and Discriminate Differences in Sound</i>			
<input checked="" type="checkbox"/>		I-MU1.4 *Indicate the number of sounds heard (up to 4 sounds).	Families and Communities
<i>Goal: Develop Phonemic Awareness</i>			
<input checked="" type="checkbox"/>		II-EL6.6 *Indicate the number of phonemes (1 – 3) heard in a real or nonsense word.	

P-MATH 2. Child recognizes the number of objects in a small set.

<i>Goal: Quantify Groups of Objects</i>			
	I-MR4.2a	Compare 2 groups of no more than 4 objects/group & use quantitative vocabulary to describe the groups (more than, less than, the same as).	
	II-MR4.2b	Compare 2 groups of no more than 6 objects/groups and use quantitative vocabulary to describe the groups (more than, less than, same as).	
	I-MR4.3a	Demonstrate one-to-one correspondence with concrete objects, up to 4 objects.	
	II-MR4.3b	Demonstrate one-to-one correspondence with concrete objects, up to 6 objects.	
	I-MR4.4a	Construct a collection of objects so that it has the same number of objects as another group, up to 4 objects.	
	II-MR4.4b	Construct a collection of objects so that it has the same number of objects as another group.	
<input checked="" type="checkbox"/>	I-MR4.5a	*Count groups of objects with up to 4 items per group.	
<input checked="" type="checkbox"/>	II-MR4.5b	*Count groups of objects with up to 6 items per group.	
	I-MR4.6a	Given an oral number, create a group with the correct number of objects, up to 4 objects in a group.	
	II-MR4.6b	Given an oral number, create a group with the correct number of objects, up to 6 objects.	
	I-MR4.7	Name the quantity/amount for 1 - 4 items.	
<input checked="" type="checkbox"/>	II-MR4.9	Name the quantity/amount for 1 - 6 items.	

P-MATH 3. Child understands the relationship between numbers and quantities.

<i>Goal: Quantify Groups of Objects</i>			
	I-MR4.7	Name the quantity/amount for 1 - 4 items.	
<input checked="" type="checkbox"/>	I-MR4.8	*Match numerals 1 – 4 with corresponding quantities.	
<input checked="" type="checkbox"/>	II-MR4.9	Name the quantity/amount for 1 - 6 items.	
<i>Goal: Compare Written Numerals</i>			
	II-MR5.1b	Compare pairs of numerals, 1-6, to determine more and less or greater than and less than.	
<i>Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax</i>			

Core Knowledge Sequence Skill

- | | | |
|-------------------------------------|------------|---|
| <input checked="" type="checkbox"/> | I-OL9.12a | *Use quantity words: more-less, one – four. |
| <input checked="" type="checkbox"/> | II-OL9.12b | *Use quantity words: any-some, all-none, more-less (fewer), most-least, many-few, equal, one - ten. |

P-MATH 4. Child compares numbers.

Goal: Quantify Groups of Objects

- | | | |
|---|-----------|--|
| | I-MR4.2a | Compare 2 groups of no more than 4 objects/group & use quantitative vocabulary to describe the groups (more than, less than, the same as). |
| | II-MR4.2b | Compare 2 groups of no more than 6 objects/groups and use quantitative vocabulary to describe the groups (more than, less than, same as). |
|  | I-MR4.3a | Demonstrate one-to-one correspondence with concrete objects, up to 4 objects. |
|  | II-MR4.3b | Demonstrate one-to-one correspondence with concrete objects, up to 6 objects. |
| | I-MR4.4a | Construct a collection of objects so that it has the same number of objects as another group, up to 4 objects. |
| | II-MR4.4b | Construct a collection of objects so that it has the same number of objects as another group. |
| | I-MR4.6a | Given an oral number, create a group with the correct number of objects, up to 4 objects in a group. |
| | II-MR4.6b | Given an oral number, create a group with the correct number of objects, up to 6 objects. |

Goal: Compare Written Numerals

- | | | |
|--|-----------|---|
| | I-MR5.1a | Compare sets of numerals 1-4 to determine more & less, or greater than & less than. |
| | II-MR5.1b | Compare pairs of numerals, 1-6, to determine more and less or greater than and less than. |

P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.

Goal: Quantify Groups of Objects

- | | | |
|-------------------------------------|-----------|---|
| | I-MR4.7 | Name the quantity/amount for 1 - 4 items. |
| <input checked="" type="checkbox"/> | I-MR4.8 | *Match numerals 1 – 4 with corresponding quantities. |
| | II-MR4.10 | *Write numerals 1 – 6. |
| | II-MR4.11 | Arrange or write the numbers 1-6 in sequential order. |
| | II-MR4.14 | Organize and read quantitative data in simple bar graphs. |

Goal: Compare Written Numerals

- | | | |
|--|----------|---|
| | I-MR5.1a | Compare sets of numerals 1-4 to determine more & less, or greater than & less than. |
|--|----------|---|

SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING

P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.

Goal: Develop an Understanding of Addition and Subtraction

- | | | |
|-------------------------------------|----------|---|
| <input checked="" type="checkbox"/> | I-MR6.1a | *Illustrate the concept of “put together” & “take away” with sets of 1 – 4 objects, 4 items being the maximum in any set. |
|-------------------------------------|----------|---|

Core Knowledge Sequence Skill

<input checked="" type="checkbox"/>	II-MR6.1b	*Illustrate the concept of “put together” and “take away” with sets of 1 – 6 objects, with 6 objects being the maximum in any set.
	II-MR6.2	Label the action of “put together” as adding and “take away” as subtraction.
	II-MR6.3	Add or subtract problems represented by numerals, 1-4, 4 being the largest numeral, using objects or pictures as needed.

P-MATH 7. Child understand simple patterns.

Goal: Sort and Classify Objects or Pictures of Objects

<input checked="" type="checkbox"/>		I-MR1.1a	*Identify pairs of objects as the same or different, with different pairs varying in gross details. .
		II-MR1.1b	Identify pair of objects or pictures as the same or different, with different pairs increasingly similar, varying only in one or more minor detail(s) and with images becoming more abstract, symbolic. .

Goal: Duplicate and Continue Linear Patterns

		I-MR2.1	Duplicate a pattern of 6-10 objects in which one property is alternated.
		I-MR2.2	Match objects arranged in a pattern with corresponding pattern card.
<input checked="" type="checkbox"/>		II-MR2.3	*Continue a complex, two-color pattern of objects represented by a pattern card.
<input checked="" type="checkbox"/>		I-MR2.4	*Continue a given pattern of 5 objects, represented by actual objects or a pattern card, in which one property is alternated (color, size, shape).
		II-MR2.5	Represent on paper “in written form” an alternating pattern of one property or a two-color pattern.
		II-MR2.6	Create and verbally describe a pattern of concrete objects.

Goal: Establish Reference Points in Actual and Represented Space

		II-OS2.5	Continue a linear frieze-like pattern of symbols on a grid.
		II-OS2.2	Copy a tower or construction that has been made by another person, using blocks of different shapes, colors, or sizes.
		II-OS2.1b	Reproduce a design represented on a pattern card, using parquetry blocks, mosaic toys, or pegs.

Goal: Imitate and Produce Sounds

		I-MU2.3a	Imitate clapping pattern sequences of no more than 3 claps/pattern.
		II-MU2.3b	Imitate clapping pattern sequences of at least 4 claps/pattern that vary in tempo, number & length of pause between claps, etc.

SUB-DOMAIN: MEASUREMENT

P-MATH 8. Child measures objects by their various attributes using standard and nonstandard measurement. Uses differences in attributes to make comparisons.

Goal: Use Simple Measurement Skills and Seriate objects

		II-MR3.5	Divide one item into approximately equal pieces for two people.
		II-MR3.6	Compare pairs of objects: length: long-short.
		II-MR3.7	Compare pairs of objects: height: tall-short.
		II-MR3.8	Compare pairs of objects: large-small, thick-thin, wide-narrow.
		II-MR3.9	Compare pairs of objects: volume: full-empty.

Core Knowledge Sequence Skill

II-MR3.10	Compare pairs of objects: mass: heavy-light.
II-MR3.11	Compare pairs of objects: temperature: hot-cold.
II-MR3.12	Use an arbitrary tool of measurement to compare the length and height of objects, using comparative vocabulary (longer-taller-shorter).
II-MR3.13	Use a straight edge to compare the length and height of objects, using comparative vocabulary(longer-taller-shorter).
II-MR3.14	Seriate at least 3 items by length, height or size in ascending or descending order, using comparative vocabulary (longest-shortest, tallest-shortest, largest-smallest).

Goal: Understand and Use Language to Think: Organize, Relate and Analyze Information - Relating Concepts and Reasoning Logically

<input checked="" type="checkbox"/> 	I-OL8.1a	*Pair pictures depicting opposites: big-little, cold-hot, dry-wet, full-empty, happy-sad, open-close.	Classic Tales, Habitats
<input checked="" type="checkbox"/> 	II-OL8.1b	Name Opposites big-little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; open-close; tall-short; yes-no.	Classic Tales, Families and Communities, Habitats

SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE

P-MATH 9. Child identifies, describes, compares, and composes shapes.

Goal: Sort and Classify Objects or Pictures of Objects

<input checked="" type="checkbox"/> 	I-MR1.2a	*Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by color.	All About Me, Families and Communities
	I-MR1.3a	Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by shape.	
	I-MR1.6	Indicate whether an object belongs to a given collection.	
	II-MR1.3b	Classify by shape.	
	II-MR1.13	Use the criteria along the horizontal and vertical axes of a double entry table to complete the interior squares of the table.	

Goal: Duplicate and Continue Linear Patterns

<input checked="" type="checkbox"/>	I-MR2.4	*Continue a given pattern of 5 objects, represented by actual objects or a pattern card, in which one property is alternated (color, size, shape).	
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Goal: Perceive and Recognize Shapes and Sizes

	I-MR3.1a	Complete puzzles of at least 10 interlocking pieces.	
	II-MR3.1b	Complete puzzles of at least 18 interlocking pieces.	
	I-MR3.2	Match rectangular, square, circular & triangular shapes to outlines of the same configuration and size.	
	I-MR3.3a	Given a collection of assorted shapes, sort & name the circles.	
<input checked="" type="checkbox"/>	II-MR3.3b	*Given a collection of assorted shapes, classify and name the circles, rectangles, & triangles.	
	II-MR3.4	Find examples of circles or rectangles in every day objects.	

Goal: Establish Reference Points in Actual and Represented Space

Core Knowledge Sequence Skill

II-OS2.2 Copy a tower or construction that has been made by another person, using blocks of different shapes, colors, or sizes.

P-MATH 10. Child explores the positions of objects in space.

Goal: Understand and Use the Language of Space



I-OS1.1a Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around, etc.).

Classic Tales, Important People, Families and Communities

II-OS1.1b Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (here-there; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; etc.).

II-OS1.2 Follow or give oral, spatially related directions to move from one location to another, within a familiar environment.

II-OS1.3 Given oral, spatially referenced directions correlated to a picture in which different objects represent different “landmarks,” trace the path described.

Goal: Establish Reference Points in Actual and Represented Space

I-OS2.1a Reproduce a design, using parquetry blocks, mosaic toys or pegs, by placing the objects directly on top of a design card.

II-OS2.1b Reproduce a design represented on a pattern card, using parquetry blocks, mosaic toys, or pegs.

II-OS2.2 Copy a tower or construction that has been made by another person, using blocks of different shapes, colors, or sizes.

II-OS2.3 Match halves of symmetrical objects to make a whole.

II-OS2.4 Color squares on a blank grid to reproduce designs represented on other grids.

II-OS2.6 Use simple coordinates to locate a point on a grid, in which points along one axis are designated by a symbol & points along the other axis are designated by a color.

II-OS2.7 Use the shortest route to go from the exterior to the center of a simple maze.

Goal: Use Simple Maps of Familiar Environments

I-OS3.1a On a simple map of a single room showing furniture arrangement, indicate one’s own position with an “X”.

II-OS3.1b Mark the location of specific objects, places, etc., as requested on a simple map of a familiar place.

II-OS3.2 Mark with arrows or other symbols a path that has been taken from one place to another on a simple map of a familiar place.

Goal: Develop and Refine Gross Motor Skills

I-MC2.2 *Maintain balance while changing body position without moving through space.

I-MC2.3a *Maintain balance while walking forward on a wide bench or beam.

I-MC2.4 *Situate oneself within a space of defined boundaries, modifying body configuration & size to fit the space.

Core Knowledge Sequence Skill

- I-MC2.5a *Move through space with or without obstacles, avoiding touching or bumping other individuals or obstacles, by crawling, walking, running, galloping, hopping (same foot and alternate foot) or jumping.
- II-MC2.5b Move through space using various movements to surmount obstacles by ascending and descending, climbing, rolling, jumping, sliding, crawling, somersaulting, jumping.
- II-MC2.6 Move through space completing a circuit or obstacle course, following arrows or the path indicated.

Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax

- II-OL9.18b *Show understanding of spatial words” there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Cooperates with others

-  I-AS6.4 *Sit among other children during a group activity, remaining in own physical space.

DOMAIN: SCIENTIFIC REASONING

SUB-DOMAIN: SCIENTIFIC INQUIRY

P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

Goal: Demonstrate use of the Scientific Reasoning Cycle

-  II-SC4.1 Demonstrate use of the scientific reasoning cycle.

Goal: Internalize and conceptualize an image of one's body

-  I-AS2.1 *Name parts of the body: Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, nose, stomach, toe. (Same as (3LD-LA-D1B & 3KD-SP-A1B).

Goal: Demonstrate an Initial Understanding of the Living World - Humans Learn Through the Five Senses

-  I-SC1.1 *Identify & describe objects on the basis of specific properties discerned through the five senses.
-  I-SC1.2 *Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, nose, stomach, toe (Same objective as 3LD-LA-D1B and 3SD-AS-A3).
-  II-SC1.3 Identify the following organs and their function: heart & lungs.
-  II-SC1.4 Identify the sense & body part associated with the experience of certain sensations.
-  II-SC1.7 *Describe key physical characteristics (body parts & senses), development, needs, & life cycle of humans.
-  II-SC1.8 Sequence photos and/or drawings of a baby, school-aged child, young adult, elderly adult to represent the life cycle.
-  II-SC1.9 *Care for, observe & record observations of an animal, noting key physical characteristics, development, needs & life cycle.

Core Knowledge Sequence Skill

<input checked="" type="checkbox"/>		II-SC1.10	*Classify images of animals according to habitat or environment in which they generally live: Lake/river, ocean, farm, forest (woods), jungle.	
<input checked="" type="checkbox"/>		II-SC1.11	*Plant, care for & record observations of a plant, noting the parts of the plant, needs, development & life cycle.	
<i>Goal: Demonstrate an Initial Understanding of the Elements of the Material World - Water</i>				
<input checked="" type="checkbox"/>		II-SC2.1	*Observe, describe & record some basic properties of water, its presence & effects in the physical world.	
<i>Goal: Demonstrate an Initial Understanding of the Elements of the Material World - Air</i>				
<input checked="" type="checkbox"/>		II-SC2.2	*Observe, describe & record some basic properties of air, its presence & effects in the physical world.	
<i>Goal: Demonstrate an Initial Understanding of the Elements of the Material World - Light</i>				
<input checked="" type="checkbox"/>		II-SC2.3	*Observe, describe & record some basic properties of light, its presence & effects in the physical world.	
<i>Goal: Demonstrate an Initial Understanding of the Elements of the Material World - Seasons & Weather</i>				
		II-SC2.4	Observe, describe, and record some characteristics of weather.	
		II-SC2.5	Observe, describe, and record some characteristics of seasons.	
<i>Goal: Demonstrate an Initial Understanding of the Elements of the Material World - Conservation</i>				
		II-SC2.6	Identify and describe some objects that can be recycled.	
		K-SC2.7	Identify and describe some ways that resources and energy can be conserved (e.g., recycling, turning off the lights, turning off the water, etc.).	
<i>Goal: Demonstrate an Initial Understanding of the Elements of the Material World - Magnets</i>				
		K-SC2.8	Observe, describe, and record the effects of magnets on various objects and other magnets.	
P-SCI 2. Child engages in scientific talk.				
<i>Goal: Understand and Use Language to Think: Organize, Relate and Analyze Information - Relating Concepts and Reasoning Logically</i>				
<input checked="" type="checkbox"/>		II-OL8.1b	Name Opposites big-little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; open-close; tall-short; yes-no.	Classic Tales, Families and Communities, Habitats
<i>Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax</i>				
<input checked="" type="checkbox"/>		I-OL9.1a	Point to/understand increasingly precise nouns related to the home, family, and food.	
<input checked="" type="checkbox"/>		I-OL9.2a	Use increasingly precise nouns related to the home, family, & food.	
<input checked="" type="checkbox"/>		I-OL9.3a	Point to body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, stomach, toe.	
<input checked="" type="checkbox"/>		II-OL9.3b	Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist.	

Core Knowledge Sequence Skill

<input checked="" type="checkbox"/>	I-OL9.4a	Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, nose, stomach, toe. (Same objective as 3KD-SP-A1B and ASD-AS-A3) .	
<input checked="" type="checkbox"/>	II-OL9.4b	Name parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist.	
	I-OL9.5a	Understand increasingly precise verbs related to the five senses.	
	II-OL9.5b	Understand increasingly precise verbs related to eating, movement, and the five senses.	All About Me, Animals, Plants, Habitats
	I-OL9.6a	*Use increasingly precise verbs related to the five senses.	
<input checked="" type="checkbox"/>	II-OL9.6b	*Use increasingly precise verbs related to eating, movement, the five senses.	
<input checked="" type="checkbox"/> 	I-OL9.13	*Point to sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry).	All About Me, Habitats
<input checked="" type="checkbox"/> 	I-OL9.14	*Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry).	Classic Tales, All About Me, Families and Communities, Habitats
	II-OL9.15	Understand increasingly precise vocabulary (adjectives-describing words).	
	II-OL9.22	Understand and use complex sentences with clauses introduced by “because, if, as soon as, so that, while, before, after, who, that, when, (verb)+ing”.	Classic Tales, Animals, Habitats
	I-OL9.24	Ask or answer increasingly detailed, elaborated questions (other than those beginning with who, what, where, when, why).	Important People, Animals, Plants
<i>Goal: Internalize and conceptualize an image of one's body</i>			
	I-AS2.1	*Name parts of the body: Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, nose, stomach, toe. (Same as (3LD-LA-D1B & 3KD-SP-A1B).	
<i>Goal: Demonstrate an Initial Understanding of the Living World - Human Bodies are Made of Many Different Parts</i>			
<input checked="" type="checkbox"/> 	I-SC1.2	*Name body parts: arm, ear, eye, face, finger, foot, hair, hand, head, leg, mouth, neck, nose, stomach, toe (Same objective as 3LD-LA-D1B and 3SD-AS-A3).	
P-SCI 3. Child compares and categorizes observable phenomena.			
<i>Goal: Sort and Classify Objects or Pictures of Objects</i>			
<input checked="" type="checkbox"/> 	I-MR1.1a	*Identify pairs of objects as the same or different, with different pairs varying in gross details. .	
	II-MR1.1b	Identify pair of objects or pictures as the same or different, with different pairs increasingly similar, varying only in one or more minor detail(s) and with images becoming more abstract, symbolic. .	
<input checked="" type="checkbox"/> 	I-MR1.2a	*Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by color.	All About Me, Families and Communities
	II-MR1.2b	Classify by color.	Families and Communities
	I-MR1.3a	Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort objects by shape.	

Core Knowledge Sequence Skill

	II-MR1.3b	Classify by shape.	
	II-MR1.4	Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort by size (small-medium-large).	
	II-MR1.5	Given a sample object/pictures and verbal description of the selection criteria, sort objects/pictures according to a single criterion: Sort by function.	Plants
	I-MR1.6	Indicate whether an object belongs to a given collection.	
	II-MR1.7	Classify by size.	Classic Tales,
	II-MR1.8	Classify by function.	Plants
	II-MR1.9	Classify by other conceptual categories.	Classic Tales, Important People, All About Me, Animals, Plants, Habitats
	II-MR1.10	Verbally label the single common attribute or characteristic of a group of objects or pictures.	
<input checked="" type="checkbox"/>	II-MR1.11	Verbally label the difference or criteria used for classification of several groups of objects or pictures.	
	II-MR1.12	Select an object or picture according to a description that includes two properties.	
<i>Goal: Perceive and Recognize Shapes and Sizes</i>			
	I-MR3.3a	Given a collection of assorted shapes, sort & name the circles.	
<input checked="" type="checkbox"/>	II-MR3.3b	*Given a collection of assorted shapes, classify and name the circles, rectangles, & triangles.	
<i>Goal: Use Simple Measurement Skills and Seriate objects</i>			
	II-MR3.6	Compare pairs of objects: length: long-short.	
	II-MR3.7	Compare pairs of objects: height: tall-short.	
	II-MR3.8	Compare pairs of objects: large-small, thick-thin, wide-narrow.	
	II-MR3.9	Compare pairs of objects: volume: full-empty.	
	II-MR3.10	Compare pairs of objects: mass: heavy-light.	
	II-MR3.11	Compare pairs of objects: temperature: hot-cold.	
	II-MR3.12	Use an arbitrary tool of measurement to compare the length and height of objects, using comparative vocabulary (longer-taller-shorter).	
	II-MR3.13	Use a straight edge to compare the length and height of objects, using comparative vocabulary(longer-taller-shorter).	
	II-MR3.14	Seriate at least 3 items by length, height or size in ascending or descending order, using comparative vocabulary (longest-shortest, tallest-shortest, largest-smallest).	
<i>Goal: Quantify Groups of Objects</i>			
	II-MR4.2b	Compare 2 groups of no more than 6 objects/groups and use quantitative vocabulary to describe the groups (more than, less than, same as).	
<i>Goal: Understand and Use Language to Think: Organize, Relate and Analyze Information - Relating Concepts and Reasoning Logically</i>			

Core Knowledge Sequence Skill

<input checked="" type="checkbox"/>		II-OL8.1b	Name Opposites big-little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; open-close; tall-short; yes-no.	Classic Tales, Families and Communities, Habitats
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SUB-DOMAIN: REASONING AND PROBLEM-SOLVING

P-SCI 4. Child asks a question, gathers information, and makes predictions.

Goal: Demonstrate use of the Scientific Reasoning Cycle

		II-SC4.1	Demonstrate use of the scientific reasoning cycle.	
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Goal: Demonstrate an Awareness of Book and Print (Written Language) Organization

<input checked="" type="checkbox"/>		II-SR4.3	*Predict events in a story, i.e., what will happen next.	Classic Tales, Important People, Families and Communities, Animals, Plants, Habitats
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Goal: Understand and Use Language to Think: Organize, Relate and Analyze Information - Predicting

		I-OL7.1	Answer “what will happen if...” questions.	
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<input checked="" type="checkbox"/>		II-OL7.2	*Identify outcomes & possible causes.	
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P-SCI 5. Child plans and conducts investigations and experiments

Goal: Demonstrate use of the Scientific Reasoning Cycle

		II-SC4.1	Demonstrate use of the scientific reasoning cycle.	
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Goal: Demonstrate an Initial Understanding of the Elements of the Material World - Magnets

		K-SC2.8	Observe, describe, and record the effects of magnets on various objects and other magnets.	
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P-SCI 6. Child analyzes, draws conclusions, and communicates results.

Goal: Demonstrate an Initial Understanding of the Living World - Human Bodies are Made of Many Different Parts

		II-SC1.3	Identify the following organs and their function: heart & lungs.	
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		II-SC1.5	Identify and describe basic needs: food and drink. .	
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		II-SC1.6	Identify and describe basic needs: shelter and protection from temperature and weather.	
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Goal: Demonstrate an Initial Understanding of the Living World - Animals are living things

<input checked="" type="checkbox"/>		II-SC1.9	*Care for, observe & record observations of an animal, noting key physical characteristics, development, needs & life cycle.	
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Goal: Demonstrate an Initial Understanding of the Living World - Plants are living things

<input checked="" type="checkbox"/>		II-SC1.11	*Plant, care for & record observations of a plant, noting the parts of the plant, needs, development & life cycle.	
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Core Knowledge Sequence Skill

Goal: Demonstrate an Initial Understanding of the Elements of the Material World - Water

 II-SC2.1 *Observe, describe & record some basic properties of water, its presence & effects in the physical world.

Goal: Demonstrate an Initial Understanding of the Elements of the Material World - Air

 II-SC2.2 *Observe, describe & record some basic properties of air, its presence & effects in the physical world.

Goal: Demonstrate an Initial Understanding of the Elements of the Material World - Light

 II-SC2.3 *Observe, describe & record some basic properties of light, its presence & effects in the physical world.

Goal: Demonstrate use of the Scientific Reasoning Cycle

 II-SC4.1 Demonstrate use of the scientific reasoning cycle.

Goal: Quantify Groups of Objects

II-MR4.14 Organize and read quantitative data in simple bar graphs.

DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

SUB-DOMAIN:GROSS MOTOR

P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

Goal: Refine Physical Attention and Relaxation

 II-MC1.2 Relax specific body muscles and/or the whole body, moving from a high activity level to a quiet focused state.

Goal: Develop and Refine Gross Motor Skills

I-MC2.1 *Ascend & descend steps, alternating feet.

I-MC2.2 *Maintain balance while changing body position without moving through space.

I-MC2.3a *Maintain balance while walking forward on a wide bench or beam.

II-MC2.3b Maintain balance while walking forward, backwards, and sideways on a balance beam, 10” wide or less.

I-MC2.4 *Situate oneself within a space of defined boundaries, modifying body configuration & size to fit the space.

I-MC2.5a *Move through space with or without obstacles, avoiding touching or bumping other individuals or obstacles, by crawling, walking, running, galloping, hopping (same foot and alternate foot) or jumping.

II-MC2.5b Move through space using various movements to surmount obstacles by ascending and descending, climbing, rolling, jumping, sliding, crawling, sommersaulting, jumping.

II-MC2.6 Move through space completing a circuit or obstacle course, following arrows or the path indicated.

Goal: Develop and Refine Eye-Hand and Eye-Foot Coordination Skills

Core Knowledge Sequence Skill

I-MC3.1a	*Throw or kick an object in the direction indicated.
II-MC3.1b	Throw or kick an object with increasing accuracy at identified targets, varying in height and distance.
I-MC3.2a	*Play catch with a bean bag, with a partner seated or standing 1.5 feet apart.
II-MC3.2b	Play catch using a large ball, with a partner seated or standing 2 ½ ft. apart.
II-MC3.3	Ride a tricycle.
II-MC3.4	Maintain momentum on a swing by pumping legs.
I-MC3.5	*Coordinate motor activity to carry out a goal with a partner or group.

Goal: Play Group Games

	I-MC4.1a	*Play group games such as Farmer in the Dell, Follow the Leader, Hot Potato, London Bridge, Mother May I?, Ring Around the Rosie, Simon Says.
	II-MC4.1b	Play group games such as Duck, Duck, Goose; Drop the Handkerchief; Kitty Wants a Corner; Musical Chairs; Red Light-Green Light; Relay Race, Tag.

Goal: Use the Body Expressively

I-MC5.1	*Imitate the position or action of another person.
I-MC5.2	Act out a simple pantomime.

P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.

Goal: Understand and Use the Language of Space

II-OS1.1b	Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (here-there; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; etc.).	
II-OS1.2	Follow or give oral, spatially related directions to move from one location to another, within a familiar environment.	
	I-OS1.1a	Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around, etc.).

Classic Tales, Important People, Families and Communities

Goal: Develop and Refine Gross Motor Skills

I-MC2.5a	*Move through space with or without obstacles, avoiding touching or bumping other individuals or obstacles, by crawling, walking, running, galloping, hopping (same foot and alternate foot) or jumping.
II-MC2.5b	Move through space using various movements to surmount obstacles by ascending and descending, climbing, rolling, jumping, sliding, crawling, sommersaulting, jumping.
II-MC2.6	Move through space completing a circuit or obstacle course, following arrows or the path indicated.

Goal: Listen to and Move to Music of Different Styles and Periods

	II-MU4.3	Move to music carrying out a sequence of choreographed steps or movements to music.
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Core Knowledge Sequence Skill

Goal: Refine Physical Attention and Relaxation

 I-MC1.1 *Stop and/or start movement in response to a visual or auditory signal.

Goal: Listen to and Move to Music of Different Styles and Periods

I-MU4.1 Move to music individually, interpreting & modifying movements according to the tempo, intensity, rhythm.

 I-MU4.2 Move to music with a partner or group, performing very simple movements.

SUB-DOMAIN: FINE MOTOR

P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

Goal: Internalize and conceptualize an image of one's body

 II-AS2.2b Draw a dimensional picture of a person that includes a head, with eyes, eyebrows, nose, mouth, hair, neck, body, arms with hands, legs with feet. .

Goal: Develop the Fine Motor Skills and Strokes Used in Writing

 I-EL7.1 Perform activities requiring small muscle control.

Important People, All About Me, Families and Communities, Animals, Plants, Habitats

 I-EL7.2 Produce written marks on both horizontal and vertical surfaces.

 I-EL7.3 Tear, fold, and paste/glue paper.

I-EL7.4 Color a simple drawing staying within the lines.

I-EL7.5a *Draw and use as motifs: horizontal line, vertical line, point, spiral.

 II-EL7.5b *Draw and use as Motifs: horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star.

Families and Communities, Animals, Plants

 I-EL7.6 Draw horizontal and vertical lines between two end points.

All About Me, Families and Communities, Animals

II-EL7.7 Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger.

II-EL7.8 Trace and then draw independently the outlines of geometric shapes and irregular figures.

 II-EL7.9 *Write one's first name, using upper- and lowercase letters appropriately.

Classic Tales, Animals, Plants, Habitats

Goal: Selects and uses tools

II-SC3.1 Cooking: spoon, rolling pin, etc.: Select and use appropriate tool to complete a task.

II-SC3.2b Cut: Scissors: Select and use appropriate tool to complete a task.

II-SC3.3 Join Paper: Stapler: Select and use appropriate tool to complete a task.

Core Knowledge Sequence Skill

II-SC3.4 Join Fabric: Needle & thread: Select and use appropriate tool to complete a task.

II-SC3.5 Nail, join wood: hammer: Select and use appropriate tool to complete a task.

Goal: Explore and Create, Using Various Art Forms, Media, and Techniques

 I-VA2.1 Tear: Use various tools and techniques in completing art projects.

 I-VA2.2 Paste: Use various tools and techniques in completing art projects.

I-VA2.3 Use stickers: Use various tools and techniques in completing art projects.

I-VA2.4 Fold: Use various tools and techniques in completing art projects.

I-VA2.5 Tape: Use various tools and techniques in completing art projects.

II-VA2.6 Staple: Use various tools and techniques in completing art projects.

 I-VA2.7a Cut straight lines: Use various tools and techniques in completing art projects.

 II-VA2.7b Cut: Use various tools and techniques in completing art projects.

II-VA2.8 Sew: Use various tools and techniques in completing art projects.

 I-VA2.9 Create drawings (nonrepresentational).

 I-VA2.10 Create paintings (nonrepresentational).

I-VA2.11 Create prints (nonrepresentational).

 I-VA2.12 Create collage (nonrepresentational).

I-VA2.13 Create sculpture (nonrepresentational).

 I-VA2.14 Create drawings (representational).

 I-VA2.15 Create paintings (representational).

I-VA2.16 Create prints (representational).

 I-VA2.17 Create collage (representational).

II-VA2.18 Create sculpture (representational).

II-VA2.19 Examine a work of art by a known artist and create a work “in the style of...” (Rhythm by Delaunay; Blue Hippo; Head of a Man by Klee; The Snail by Matisse; People & Dog in Sun by Miro; Broadway Boogie Woogie by Mondrain).

SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION

P-PMP 4. Child demonstrates personal hygiene and self-care skills.

Goal: Internalize and conceptualize an image of one's body

I-AS3.1a Practice good hygiene (use bathroom independently, wash hands, etc), use appropriate table manners (feed self, using fork, spoon and knife, appropriate use of napkin), put on clothing, etc.

Core Knowledge Sequence Skill

P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.

Goal: Understand and Use Increasingly Varied and Complex Vocabulary and Syntax

I-OL9.1a Point to/understand increasingly precise nouns related to the home, family, and food.

 II-OL9.1b Use increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.

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I-OL9.2a Use increasingly precise nouns related to the home, family, & food.

II-OL9.2b Point to/understand precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services.

Goal: Demonstrate an Initial Understanding of the Living World - Humans need to do certain things to grow and stay healthy.

 II-SC1.5 Identify and describe basic needs: food and drink. .

P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.

Goal: Function and Work Constructively in a Group Setting Using Appropriate Social Skills - Cooperates with others

II-AS6.1 Identify and follow classroom rules.

 I-AS6.3a Carry out chores & responsibilities that contribute to the well-being and functioning of the group.

 II-AS6.3b Carry out certain chores that contribute to the well-being and functioning of the group.