

AzELS Crosswalk Document

June 2018



Social Emotional

SOCIAL EMOTIONAL

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 1:	Self- Awareness	Self-Awareness
Indicator: a	Demonstrates self-confidence	Recognizes own self-confidence.

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 1:	Self- Awareness	Self-Awareness
Indicator: b	Makes personal preference known to others	Makes personal preferences known to others

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 1:	Self- Awareness	Self-Awareness
Indicator: c	Demonstrates knowledge of self-identity	Demonstrates knowledge of self-identity/autonomy

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 1:	Self- Awareness	Self-Awareness
Indicator: d	Shows an awareness of similarities and differences between self and others	Displays an awareness of similarities and differences between self and others

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 1:	Self- Awareness	Self-Awareness
Indicator: e	None	Demonstrates developmentally appropriate cultural curiosity and responsiveness

SOCIAL EMOTIONAL

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 2:	Recognizes and Expresses Feelings	Recognizes and Expresses Feelings
Indicator: a	Associates emotions with words, facial expressions and body language	Associates emotions with words, facial expressions, and body language

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 2:	Recognizes and Expresses Feelings	Recognizes and Expresses Feelings
Indicator: b	Identifies, describes and expresses their own feelings	Identifies, describes, and expresses their own feelings

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 2:	Recognizes and Expresses Feelings	Recognizes and Expresses Feelings
Indicator: c	Identifies and describes feelings of others	Identifies and describes feelings of others

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 2:	Recognizes and Expresses Feelings	Recognizes and Expresses Feelings
Indicator: d	Expresses empathy for others	Expresses feelings of satisfaction in independent activities

SOCIAL EMOTIONAL

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 2:	Recognizes and Expresses Feelings	Recognizes and Expresses Feelings
Indicator: e	None	Expresses empathy for others

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 3:	Self-Regulation	Self-Regulation
Indicator: a	Understands and follows expectations in the learning environment	Understands and follows expectations in the learning environment

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 3:	Self-Regulation	Self-Regulation
Indicator: b	Manages transitions, daily routines and unexpected events	Adjusts behavior and adapts to transitions, daily routines, and unexpected events

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 3:	Self-Regulation	Self-Regulation
Indicator: c	Modifies behavior for various situations and settings	Chooses appropriate words and actions.

SOCIAL EMOTIONAL

Social Emotional Standard	2013 Version	2018 Version
Strand 1:	Self	Self-Awareness and Emotional Skills
Concept 3:	Self-Regulation	Self-Regulation
Indicator: d	Chooses appropriate words and actions	None

Social Emotional Standard	2013 Version	2018 Version
Strand 2:	Relationships	Relationships and social skills
Concept 1:	Attachment	Attachment
Indicator: a	Expresses affection for familiar adults	Expresses interest, curiosity, and trust with familiar adults.

Social Emotional Standard	2013 Version	2018 Version
Strand 2:	Relationships	Relationships and social skills
Concept 1:	Attachment	Attachment
Indicator: b	Seeks security and support from familiar adults	Seeks support from familiar adults

Social Emotional Standard	2013 Version	2018 Version
Strand 2:	Relationships	Relationships and social skills
Concept 1:	Attachment	Attachment
Indicator: c	Demonstrates the ability to engage with new adults or children with the support of familiar adults.	Separates from familiar adult with minimal distress

SOCIAL EMOTIONAL

Social Emotional Standard	2013 Version	2018 Version
Strand 2:	Relationships	Relationships and social skills
Concept 1:	Attachment	Attachment
Indicator: d	Separates from familiar adult with minimal distress.	None

Social Emotional Standard	2013 Version	2018 Version
Strand 2:	Relationships	Relationships and social skills
Concept 2:	Social Interactions	Social Interactions
Indicator: a	Responds when adults or other children initiate interactions	Responds when adults or other children initiate interactions.

Social Emotional Standard	2013 Version	2018 Version
Strand 2:	Relationships	Relationships and social skills
Concept 2:	Social Interactions	Social Interactions
Indicator: b	Initiates and sustains positive interactions with adults and other children	Initiates and sustains positive interactions with adults and other children

Social Emotional Standard	2013 Version	2018 Version
Strand 2:	Relationships	Relationships and social skills
Concept 2:	Social Interactions	Social Interactions
Indicator: c	Demonstrates positive ways to resolve conflict	Acknowledges someone's perspective by demonstrating positive ways to resolve conflict

SOCIAL EMOTIONAL

Social Emotional Standard	2013 Version	2018 Version
Strand 2:	Relationships	Relationships and social skills
Concept :3	Respect	Respect
Indicator: a	Respects the rights and property of others	Respects the rights and property of others

Social Emotional Standard	2013 Version	2018 Version
Strand 2:	Relationships	Relationships and social skills
Concept :3	Respect	Respect
Indicator:	Defends own rights and the rights of others	Defends own rights and the rights of others

Social Emotional Standard	2013 Version	2018 Version
Strand 2:	Relationships	Relationships and social skills
Concept :3	Respect	Respect
Indicator:	Shows respect for learning materials in the learning environment	Shows respect for learning materials in the learning environment

**Approaches
To
Learning**



APPROACHES TO LEARNING

Approaches To Learning	2013 Version	2018 Version
Strand 1:	Initiative and curiosity	Initiative and curiosity
Concept 1:	Initiative	Initiative
Indicator: a	Seeks interaction with others	Seeks interaction with others.

Approaches To Learning	2013 Version	2018 Version
Strand 1:	Initiative and curiosity	Initiative and curiosity
Concept 1:	Initiative	Initiative
Indicator: b	Develops independence during activities, routines and play	Demonstrates independence during activities, routines, and play

Approaches To Learning	2013 Version	2018 Version
Strand 1:	Initiative and curiosity	Initiative and curiosity
Concept 1:	Initiative	Initiative
Indicator: c	Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities	Exhibits flexibility, imagination, and inventiveness when attempting tasks and activities

Approaches To Learning	2013 Version	2018 Version
Strand 1:	Initiative and curiosity	Initiative and curiosity
Concept 2:	Curiosity	Curiosity
Indicator: a	Shows interest in learning new things and trying new experiences	Shows interest in learning new things and trying new experiences.

APPROACHES TO LEARNING

Approaches To Learning	2013 Version	2018 Version
Strand 1:	Initiative and curiosity	Initiative and curiosity
Concept 2:	Curiosity	Curiosity
Indicator: b	Expresses interest in people	Expresses interest in people

Approaches To Learning	2013 Version	2018 Version
Strand 1:	Initiative and curiosity	Initiative and curiosity
Concept 2:	Curiosity	Curiosity
Indicator: c	Asks questions to get information	Asks questions to get information

Approaches To Learning	2013 Version	2018 Version
Strand 2:	Attentiveness and persistence	Attentiveness and persistence
Concept :1	Attentiveness	Attentiveness
Indicator: a	Displays ability to hold attention when engaged in an activity	Displays ability to pay attention when engaged in an activity

Approaches To Learning	2013 Version	2018 Version
Strand :2	Attentiveness and persistence	Attentiveness and persistence
Concept :1	Attentiveness	Attentiveness
Indicator: b	Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.	Sustains attention when engaged in an age-appropriate activity

APPROACHES TO LEARNING

Approaches To Learning	2013 Version	2018 Version
Strand :2	Attentiveness and persistence	Attentiveness and persistence
Concept :1	Attentiveness	Attentiveness
Indicator: c	Increases ability to focus attention, and can return to activities after distractions and interruptions	Ability to return to activities after distractions and interruptions

Approaches To Learning	2013 Version	2018 Version
Strand 2:	Attentiveness and persistence	Attentiveness and persistence
Concept 2:	Persistence	Persistence
Indicator: a	Pursues challenges	Pursues challenges

Approaches To Learning	2013 Version	2018 Version
Strand 2:	Attentiveness and persistence	Attentiveness and persistence
Concept 2:	Persistence	Persistence
Indicator: b	Copes with frustration or disappointment with support	Copes with frustration or disappointment independently or with support

Approaches To Learning	2013 Version	2018 Version
Strand 2:	Attentiveness and persistence	Attentiveness and persistence
Concept 2:	Persistence	Persistence
Indicator: c	Establishes goals, generates plans and follows through to completion	Establishes goals, generates plans, and follows through to completion

APPROACHES TO LEARNING

Approaches To Learning	2013 Version	2018 Version
Strand 3:	Confidence	Confidence and Resilience
Concept 1:	Confidence	Confidence and Resilience
Indicator: a	Expresses opinions or ideas	Expresses opinions or ideas

Approaches To Learning	2013 Version	2018 Version
Strand 3:	Confidence	Confidence and resilience
Concept 1:	Confidence	Confidence and Resilience
Indicator: b	Views self as competent and skilled	Views self as competent and skilled

Approaches To Learning	2013 Version	2018 Version
Strand 3:	Confidence	Confidence and resilience
Concept 1:	Confidence	Confidence and Resilience
Indicator: c	Is willing to take risks and consider a variety of alternatives	Is willing to take risks and consider a variety of alternatives

Approaches To Learning	2013 Version	2018 Version
Strand 3:	Confidence	Confidence and resilience
Concept 1:	Confidence	Confidence and Resilience
Indicator: d	None	Demonstrates a mindset of resilience when approaching challenging tasks.

APPROACHES TO LEARNING

Approaches To Learning	2013 Version	2018 Version
Strand 4:	Creativity	Creativity
Concept 1:	Creativity	Creativity
Indicator: a	Uses imagination to generate new ideas	Uses imagination to generate innovative ideas

Approaches To Learning	2013 Version	2018 Version
Strand 4:	Creativity	Creativity
Concept 1:	Creativity	Creativity
Indicator: b	Appreciates humor	Displays curiosity and acknowledges others' perspectives

Approaches To Learning	2013 Version	2018 Version
Strand 4:	Creativity	Creativity
Concept 1:	Creativity	Creativity
Indicator: c	Engages in inventive social play	Engages in inventive social play

Approaches To Learning	2013 Version	2018 Version
Strand 5:	Reasoning and problem-solving	Reasoning and problem-solving
Concept 1:	Reasoning	Reasoning
Indicator: a	Gathers information and reaches a conclusion	Gathers and analyzes information to reach a conclusion

APPROACHES TO LEARNING

Approaches To Learning	2013 Version	2018 Version
Strand 5:	Reasoning and problem-solving	Reasoning and problem-solving
Concept 1:	Reasoning	Reasoning
Indicator: b	Recognizes relationships between cause and effect	Recognizes relationships between cause and effect

Approaches To Learning	2013 Version	2018 Version
Strand 5:	Reasoning and problem-solving	Reasoning and problem-solving
Concept :1	Reasoning	Reasoning
Indicator: c	Uses prior knowledge to build new knowledge and skills	Connects prior experiences with new learning

Approaches To Learning	2013 Version	2018 Version
Strand 5:	Reasoning and problem-solving	Reasoning and problem-solving
Concept :2	Problem-Solving	Problem-Solving
Indicator: a	Recognizes problems	Finds out what is wanted or needed

Approaches To Learning	2013 Version	2018 Version
Strand 5:	Reasoning and problem-solving	Reasoning and problem-solving
Concept :2	Problem-Solving	Problem-Solving
Indicator: b	Seeks adult assistance when support is required	Defines the problem

APPROACHES TO LEARNING

Approaches To Learning	2013 Version	2018 Version
Strand 5:	Reasoning and problem-solving	Reasoning and problem-solving
Concept :2	Problem-Solving	Problem-Solving
Indicator: c	Tries to solve problems	Brainstorms and chooses a solution to try

Approaches To Learning	2013 Version	2018 Version
Strand 5:	Reasoning and problem-solving	Reasoning and problem-solving
Concept :2	Problem-Solving	Problem-Solving
Indicator: d	Works to solve a problem independently	Checks in to see if the solution worked

Language and Literacy



LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept : 1	Receptive Language Understanding	Receptive Language Understanding
Indicator: a	Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories	Demonstrates understanding of a variety of finger-plays, rhymes, chants and songs, poems, conversations, and stories

Language and Literacy	2013 Version	2018 Version
Strand :	Language	Language
Concept :	Receptive Language Understanding	Receptive Language Understanding
Indicator: b	Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories	Engages actively in finger-plays, rhymes, chants and songs, poems, conversations, and stories

Language and Literacy	2013 Version	2018 Version
Strand :	Language	Language
Concept :	Receptive Language Understanding	Receptive Language Understanding
Indicator: c	Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.	Demonstrates understanding and follows directions that involve one step, two steps, or multiple steps

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :2	Expressive Language and Communication Skills	Expressive Language and Communication Skills
Indicator: a	Communicates needs, wants, ideas, and feelings through three to five word sentences	Communicates needs, wants, ideas, and feelings through three to five word sentences

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :2	Expressive Language and Communication Skills	Expressive Language and Communication Skills
Indicator: b	Speaks clearly and understandably to express ideas, feelings and needs	Speaks clearly and understandably to express ideas, feelings, and needs

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :2	Expressive Language and Communication Skills	Expressive Language and Communication Skills
Indicator: c	Makes relevant responses to questions and comments from others	Makes culturally relevant responses (both verbal and nonverbal) to questions and comments from others

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :2	Expressive Language and Communication Skills	Expressive Language and Communication Skills
Indicator: d	Initiates, sustains, and expands conversations with peers and adults	Initiates, sustains, and expands conversations with peers and adults using open-ended responses

LANGUAGE AND LITERACY

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Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :2	Expressive Language and Communication Skills	Expressive Language and Communication Skills
Indicator: e	With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs	With modeling and support, child uses language that includes social rules; e.g., pragmatics, appropriate tone, volume, and inflection to express ideas, feelings, and needs

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :2	Expressive Language and Communication Skills	Expressive Language and Communication Skills
Indicator: f	Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers	Uses culturally relevant responses such as eye contact, turn taking, and intonation while having conversations with adults and peers

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :2	Expressive Language and Communication Skills	Expressive Language and Communication Skills
Indicator: g	Recognizes when the listener does not understand and uses techniques to clarify the message	Recognizes when the listener does not understand and varies the amount of information to clarify the message

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :2	Expressive Language and Communication Skills	Expressive Language and Communication Skills
Indicator: h	With modeling and support, uses increasingly complex phrases and sentences	With modeling and support, uses increasingly complex phrases and sentences

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :3	Vocabulary	Vocabulary
Indicator: a	With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.	Uses rich vocabulary across many topic areas

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :3	Vocabulary	Vocabulary
Indicator: b	With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.	Figures out the meanings of unfamiliar words and concepts using the context of conversations, pictures that accompany text, or concrete objects

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :3	Vocabulary	Vocabulary
Indicator: c	With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc	Uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation

Language and Literacy	2013 Version	2018 Version
Strand :1	Language	Language
Concept :3	Vocabulary	Vocabulary
Indicator: d	With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.	Demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, over, off, beside, behind.

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :1	Concepts of Print	Concepts of Print
Indicator: a	Identifies signs, symbols and labels in the environment	Identifies signs, symbols, and labels in a variety of environments (<i>environmental print</i>).

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :1	Concepts of Print	Concepts of Print
Indicator: b	Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.	Demonstrates and understands that print conveys meaning and that each spoken word can be written and read

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :1	Concepts of Print	Concepts of Print
Indicator: c	Recognizes that letters are grouped to form words	Recognizes that letters are grouped to form words

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :1	Concepts of Print	Concepts of Print
Indicator: d	Recognizes own written name and the written names of friends and family	Recognizes own written name and the written names of friends and family

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :1	Concepts of Print	Concepts of Print
Indicator: e	Seeks information in printed materials	Seeks information in printed materials

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :2	Book Handling Skills	Book Handling Skills
Indicator: a	Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality	Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :2	Book Handling Skills	Book Handling Skills
Indicator: b	Identifies where in the book to begin reading	Identifies where in the book to begin reading

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :2	Book Handling Skills	Book Handling Skills
Indicator: c	Understands a book has a title, author and/or illustrator	Understands a book has a title, author, and/or illustrator

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :3	Phonological Awareness	Phonological Awareness
Indicator: a	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :3	Phonological Awareness	Phonological Awareness
Indicator: b	With modeling and support, identifies rhyming words	Identifies rhyming words

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :3	Phonological Awareness	Phonological Awareness
Indicator: c	With modeling and support, produces rhyming words	Produces rhyming words

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :3	Phonological Awareness	Phonological Awareness
Indicator: d	With modeling and support, recognizes spoken words that begin with the same sound	Recognizes spoken words that begin with the same sound

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :3	Phonological Awareness	Phonological Awareness
Indicator: e	Hears and shows awareness of separate words within spoken phrases or sentences	Hears and shows awareness of separate words within spoken phrases or sentences.

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :3	Phonological Awareness	Phonological Awareness
Indicator: f	With modeling and support, identifies and discriminates syllables in words	Identifies and discriminates syllables in words

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :3	Phonological Awareness	Phonological Awareness
Indicator: g	With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support	Combines onset and rime to form a familiar one-syllable word with and without pictorial support.

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :3	Phonological Awareness	Phonological Awareness
Indicator: h	With modeling and support, repeats words and identifies the common final sound.	None

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :4	Alphabet Knowledge	Alphabet Knowledge
Indicator: a	Discriminates letters from other shapes and symbols	Discriminates letters from other shapes and symbols

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :4	Alphabet Knowledge	Alphabet Knowledge
Indicator: b	Matches and recognizes similarities and differences in letters, with modeling and support	Matches and recognizes similarities and differences in letters, with modeling and support

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :4	Alphabet Knowledge	Alphabet Knowledge
Indicator: c	Recognizes as many as 10 letters, especially those in own name, family and friends	Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :4	Alphabet Knowledge	Alphabet Knowledge
Indicator: d	Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.	Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :4	Alphabet Knowledge	Alphabet Knowledge
Indicator: e	None	Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :5	Comprehension	Comprehension and Text Structure
Indicator: a	Takes an active role in reading activities	Takes an active role in reading activities

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :5	Comprehension	Comprehension and Text Structure
Indicator: b	With prompting and support, identifies characters and major events in a story	Identifies characters and major events in a story

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :5	Comprehension	Comprehension and Text Structure
Indicator: c	With prompting and support, asks and answers a variety of questions about books or stories told or read aloud	Asks and answers a variety of questions about books or stories told or read aloud

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :5	Comprehension	Comprehension and Text Structure
Indicator: d	With prompting and support, draws connections between story events and personal experiences	Draws connections between story events and personal experiences

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :5	Comprehension	Comprehension and Text Structure
Indicator: e	With prompting and support, identifies events and details in the story and makes predictions	Identifies events and details in the story and makes predictions

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :5	Comprehension	Comprehension and Text Structure
Indicator: f	With prompting and support, gives an opinion for liking or disliking a book or story	Gives an opinion for liking or disliking a book or story.

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :5	Comprehension	Comprehension and Text Structure
Indicator: g	With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction	Begins to demonstrate an understanding of the differences between fiction and non-fiction

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :5	Comprehension	Comprehension and Text Structure
Indicator: h	With modeling and support, identifies the topic of informational text that has been read aloud	Identifies the topic of informational text that has been read aloud

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :5	Comprehension	Comprehension and Text Structure
Indicator: i	With modeling and support, retells or reenacts a story in sequence with pictures or props	Retells or reenacts a story in sequence with pictures or props

Language and Literacy	2013 Version	2018 Version
Strand :2	Emergent literacy	Emergent literacy
Concept :5	Comprehension	Comprehension and Text Structure
Indicator: j	With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts	Demonstrates reading fluency by use of phrasing, intonation, and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes, or other repetitious or predictable texts.

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :3	Emergent writing	Emergent writing
Concept :	Early Writing, Writing Processes, and Writing Applications	Writing Processes and Writing Applications
Indicator: a	Uses a variety of writing tools, materials, and surfaces to create drawings or symbols	In writing process, uses a variety of writing tools, materials, and surfaces to create drawings or symbols

Language and Literacy	2013 Version	2018 Version
Strand :3	Emergent writing	Emergent writing
Concept :	Early Writing, Writing Processes, and Writing Applications	Writing Processes and Writing Applications
Indicator: b	With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest	Writes own name using letter-like forms or conventional print

Language and Literacy	2013 Version	2018 Version
Strand :3	Emergent writing	Emergent writing
Concept :	Early Writing, Writing Processes, and Writing Applications	Writing Processes and Writing Applications
Indicator: c	Dictates to and shares thoughts, ideas, and stories with adults	Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.

LANGUAGE AND LITERACY

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Language and Literacy	2013 Version	2018 Version
Strand :3	Emergent writing	Emergent writing
Concept :	Early Writing, Writing Processes, and Writing Applications	Writing Processes and Writing Applications
Indicator: d	Writes own name using letter-like forms or conventional print	Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and writing utensil).

Language and Literacy	2013 Version	2018 Version
Strand :3	Emergent writing	Emergent writing
Concept :	Early Writing, Writing Processes, and Writing Applications	Writing Processes and Writing Applications
Indicator: e	Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.	Organizes writing from left to right, indicating a print awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.

LANGUAGE AND LITERACY

Language and Literacy	2013 Version	2018 Version
Strand :3	Emergent writing	Emergent writing
Concept :	Early Writing, Writing Processes, and Writing Applications	Writing Processes and Writing Applications
Indicator: f	With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).	None

Language and Literacy	2013 Version	2018 Version
Strand :3	Emergent writing	Emergent writing
Concept :	Early Writing, Writing Processes, and Writing Applications	Writing Processes and Writing Applications
Indicator: g	Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks	None



Mathematics

MATHEMATICS

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :1	Counts Out Loud	Counts Out Loud
Indicator: a	Shows interest in and awareness of counting	Shows interest in and awareness of counting

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :1	Counts Out Loud	Counts Out Loud
Indicator: b	Counts out loud to 10.	Rote counts zero to ten and beyond with increasing accuracy

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :2	Knows Number Names and Symbols	Knows Number Names and Symbols
Indicator: a	Uses numerals and number symbols in the context of daily routines, activities, and play	Uses numerals and number symbols in the context of daily routines, activities, and play

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :2	Knows Number Names and Symbols	Knows Number Names and Symbols
Indicator: b	Uses and creates symbols to represent numbers.	Uses and creates symbols to represent numbers

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Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :2	Knows Number Names and Symbols	Knows Number Names and Symbols
Indicator: c	Identifies numerals one to 10.	Uses a variety of materials (i.e. clay, sand, shaving cream) to write and form numerals and numeral-like symbols

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :2	Knows Number Names and Symbols	Knows Number Names and Symbols
Indicator: d	None	Identifies numerals zero to ten

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :2	Knows Number Names and Symbols	Knows Number Names and Symbols
Indicator: e	None	Differentiates some written numerals from written letters

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* Please note that the concepts 3 and 4 switched order between the 2013 and 2018 version of the Standards.*

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :3	Counts to Tell Number of Objects	Compares Numbers and Quantities
Indicator: a	Counts groups of objects using one-to-one correspondence (one object for each number word). (aligns to v.2018 S1.C4.Ib)	Compares two sets of objects using terms such as greater than, less than, or equal to (aligns to v.2013 S1.C4.Ia)

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :3	Counts to Tell Number of Objects	Compares Numbers and Quantities
Indicator: b	Counts a collection of up to 10 items using the last counting word to tell, "How many?" (aligns to v.2018 S1.C4.Id)	None

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :3	Counts to Tell Number of Objects	Compares Numbers and Quantities
Indicator: c	Matches numerals to quantities they represent using physical models and representations (aligns to v.2018 S1.C4.Ie)	None

MATHEMATICS

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :3	Counts to Tell Number of Objects	Compares Numbers and Quantities
Indicator: d	Identifies quantity of three-five objects without counting (subitizer) (aligns to v.2018 S1.C4.la)	None

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :4	Compares Numbers and Quantities	Counts to Tell Number of Objects
Indicator: a	Compares two sets of objects using terms such as more, fewer, or the same (aligns to v.2018 S1.C3.la)	Identifies quantities of three to five objects without counting using visual approximation (Subitize). (aligns to v.2013 S1.C3.la)

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :4	Compares Numbers and Quantities	Counts to Tell Number of Objects
Indicator: b	None	Demonstrates the ability to match object to object in a group (One-to-one correspondence). (aligns to v.2013 S1.C3.la)

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Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :4	Compares Numbers and Quantities	Counts to Tell Number of Objects
Indicator: c	None	Counts groups of objects using a number word for each object (Rational counting).

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :4	Compares Numbers and Quantities	Counts to Tell Number of Objects
Indicator: d	None	Counts the number of children during circle time. d. Counts a collection of up to ten items using the last counting word to tell, "How many?" (Cardinality) (aligns to v.2014 S1.C3.Id)

Mathematics	2013 Version	2018 Version
Strand :1	Counting and cardinality	Counting and cardinality
Concept :4	Compares Numbers and Quantities	Counts to Tell Number of Objects
Indicator: e	None	Matches numerals to quantities using manipulatives (aligns to v.2013 S1.C3.Ic)

MATHEMATICS

Mathematics	2013 Version	2018 Version
Strand :2	Operations and algebraic thinking	Operations and algebraic thinking
Concept :1	Explores Addition and Subtraction	Explores Addition and Subtraction
Indicator: a	Demonstrates an understanding that adding increases the number of objects in a group.	Recognizes that adding increases the number of objects in a group

Mathematics	2013 Version	2018 Version
Strand :2	Operations and algebraic thinking	Operations and algebraic thinking
Concept :1	Explores Addition and Subtraction	Explores Addition and Subtraction
Indicator: b	Describes changes in two or more sets of objects when they are combined	Describes changes in two or more sets of objects when they are combined

Mathematics	2013 Version	2018 Version
Strand :2	Operations and algebraic thinking	Operations and algebraic thinking
Concept :1	Explores Addition and Subtraction	Explores Addition and Subtraction
Indicator: c	Demonstrates an understanding that taking away decreases the number of objects in a group	Recognizes that taking away (subtracting) decreases the number of objects in a group

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Mathematics	2013 Version	2018 Version
Strand :2	Operations and algebraic thinking	Operations and algebraic thinking
Concept :1	Explores Addition and Subtraction	Explores Addition and Subtraction
Indicator: d	Describes changes in a set of objects when they are separated into parts.	Describes changes in a set of objects when they are separated into parts.

Mathematics	2013 Version	2018 Version
Strand :2	Operations and algebraic thinking	Operations and algebraic thinking
Concept :1	Explores Addition and Subtraction	Explores Addition and Subtraction
Indicator: e	None	Counts on from the larger number for addition

Mathematics	2013 Version	2018 Version
Strand :2	Operations and algebraic thinking	Operations and algebraic thinking
Concept :2	Patterning	Patterning
Indicator: a	Recognizes patterns in the real world	Recognizes patterns in the real world

MATHEMATICS

Mathematics	2013 Version	2018 Version
Strand :2	Operations and algebraic thinking	Operations and algebraic thinking
Concept :2	Patterning	Patterning
Indicator: b	Copies simple patterns	Fixes simple patterns

Mathematics	2013 Version	2018 Version
Strand :2	Operations and algebraic thinking	Operations and algebraic thinking
Concept :2	Patterning	Patterning
Indicator: c	Extends simple patterns	Duplicates simple patterns

Mathematics	2013 Version	2018 Version
Strand :2	Operations and algebraic thinking	Operations and algebraic thinking
Concept :2	Patterning	Patterning
Indicator: d	Creates simple patterns	Extends patterns

Mathematics	2013 Version	2018 Version
Strand :2	Operations and algebraic thinking	Operations and algebraic thinking
Concept :2	Patterning	Patterning
Indicator: e	Describes similarities and differences in patterns	Creates patterns

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Mathematics	2013 Version	2018 Version
Strand :	Operations and algebraic thinking	Operations and algebraic thinking
Concept :	Patterning	Patterning
Indicator: f	None	Describes similarities and differences in patterns

Mathematics	2013 Version	2018 Version
Strand :3	Measurement and data	Measurement and data
Concept :1	Sorts and Classifies	Sorts and Classifies
Indicator: a	Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).

Mathematics	2013 Version	2018 Version
Strand :3	Measurement and data	Measurement and data
Concept :1	Sorts and Classifies	Sorts and Classifies
Indicator: b	Explains how items were sorted into groups	Explains how items were sorted into groups

Mathematics	2013 Version	2018 Version
Strand :3	Measurement and data	Measurement and data
Concept :2	Data Analysis	Data Analysis
Indicator: a	Asks questions to gather information	Asks questions to gather measurable data

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Mathematics	2013 Version	2018 Version
Strand :3	Measurement and data	Measurement and data
Concept :2	Data Analysis	Data Analysis
Indicator: b	Displays data to answer simple questions about themselves or the environment	Displays data to answer simple questions about themselves or the environment

Mathematics	2013 Version	2018 Version
Strand :3	Measurement and data	Measurement and data
Concept :2	Data Analysis	Data Analysis
Indicator: c	Uses descriptive language to compare data in picture graphs or other concrete representations	Uses descriptive language to compare data in picture graphs or other concrete representations

Mathematics	2013 Version	2018 Version
Strand :3	Measurement and data	Measurement and data
Concept :2	Data Analysis	Data Analysis
Indicator: d	Uses charts and graphs to analyze information or answer questions	Analyzes data from charts and graphs to answer questions

Mathematics	2013 Version	2018 Version
Strand :3	Measurement and data	Measurement and data
Concept :3	Measures	Measures
Indicator: a	Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower	Compares objects and uses terms (e.g. lighter-heavier, hotter-colder, and faster-slower).

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Mathematics	2013 Version	2018 Version
Strand :3	Measurement and data	Measurement and data
Concept :3	Measures	Measures
Indicator: b	Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes	Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.

Mathematics	2013 Version	2018 Version
Strand :3	Measurement and data	Measurement and data
Concept :3	Measures	Measures
Indicator: c	Uses various standard measuring tools for simple measuring tasks	Uses various standard measuring tools for simple measuring tasks.
Strand :3	Measurement and data	Measurement and data
Concept :3	Measures	Measures
Indicator: d	Orders objects by measurable attributes	Orders objects by measurable attributes.

Mathematics	2013 Version	2018 Version
Strand :3	Measurement and data	Measurement and data
Concept :3	Measures	Measures
Indicator: e	Uses appropriate vocabulary to describe time and sequence related to daily routines	Uses appropriate vocabulary to describe time and sequence related to daily routines (e.g.

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		tomorrow, yesterday, next, this morning).
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*** Note that the Concept 1 and 2 orders have switched ***

Mathematics	2013 Version	2018 Version
Strand :4	Geometry	Geometry
Concept :1	Spatial Reasoning	Shapes
Indicator: a	Uses and responds to positional terms (e.g., between, inside, under, above, behind). (aligns to v.2018 S4.C2.la)	Recognizes basic two-dimensional shapes when presented in different orientations (aligns to v.2013 S4.C2.la)

Mathematics	2013 Version	2018 Version
Strand :4	Geometry	Geometry
Concept :1	Spatial Reasoning	Shapes
Indicator: b	Describes the position or location of objects in relation to self or to other objects (aligns to v.2018 S4.C2.lb)	Uses the names of geometric shapes when describing objects found in the environment. (aligns to v.2013 S4.C2.lb)

Mathematics	2013 Version	2018 Version
Strand :4	Geometry	Geometry
Concept :1	Spatial Reasoning	Shapes
Indicator: c	None	Creates two-dimensional shapes during play. (aligns to v.2013 S4.C2.lc)

Mathematics	2013 Version	2018 Version
Strand :4	Geometry	Geometry
Concept :2	Shapes	Spatial Reasoning
Indicator: a	Recognizes basic two-dimensional shapes (aligns to v.2013 S4.C1.la)	Uses and responds to spatial language (e.g., between, inside, under, above, behind). (aligns to v.2013 S4.C1.la)

Mathematics	2013 Version	2018 Version
Strand :4	Geometry	Geometry
Concept :2	Shapes	Spatial Reasoning
Indicator: b	Uses the names of geometric shapes when describing objects found in the environment (aligns to v.2013 S4.C1.lb)	Describes the relative position or location of objects in relation to self or to other objects with mathematical precision (aligns to v.2013 S4.C1.lb)

Mathematics	2013 Version	2018 Version
Strand :4	Geometry	Geometry
Concept :2	Shapes	Spatial Reasoning
Indicator: c	Creates two- and three-dimensional shapes during play. (aligns to v.2018 S4.C1.lc)	None

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Mathematics	2013 Version	2018 Version
Strand :4	Geometry	Geometry
Concept :2	Shapes	Spatial Reasoning
Indicator: d	Compares and describes attributes of two- and three-dimensional objects in the environment using own vocabulary.	None



Science

SCIENCE

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :1	Exploration, Observations, and Hypotheses	Exploration, Observations, and Hypotheses
Indicator: a	Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.	Exhibits curiosity about objects, living things, and other natural events in the environment

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :1	Exploration, Observations, and Hypotheses	Exploration, Observations, and Hypotheses
Indicator: b	Identifies attributes of objects, living things, and natural events in the environment	Identifies attributes of objects, living things, and natural events in the environment

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :1	Exploration, Observations, and Hypotheses	Exploration, Observations, and Hypotheses
Indicator: c	Describes changes in objects, living things, and the natural events in the environment	Describes changes in objects, living things, and natural events in the environment

SCIENCE

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :1	Exploration, Observations, and Hypotheses	Exploration, Observations, and Hypotheses
Indicator: d	Begins to describe the similarities, differences and relationships between objects, living things and natural events	Begins to describe the similarities, differences and relationships between objects, living things and natural events

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :1	Exploration, Observations, and Hypotheses	Exploration, Observations, and Hypotheses
Indicator: e	Asks and responds to questions about relationships of objects, living things, and events in the natural environment	Asks and responds to questions about relationships of objects, living things, and events in the natural environment

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :2	Investigation	Investigation
Indicator: a	Uses a variety of tools and materials to investigate	Uses a variety of tools and materials to investigate.

SCIENCE

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :2	Investigation	Investigation
Indicator: b	Makes predictions and checks them through hands-on investigation with adult support	Makes predictions and researches hypotheses through active investigation.

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :2	Investigation	Investigation
Indicator: c	Adjusts the experiment if results are different than expected and continues testing	Adjust their approach if results are different than expected and continues testing.

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :2	Investigation	Investigation
Indicator: d	Persists with an investigation	Persists with an investigation

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :3	Analysis and Conclusion	Analysis and Conclusion
Indicator: a	Uses a variety of materials to record and organize data.	Uses a variety of materials to record and organize data.

SCIENCE

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :3	Analysis and Conclusion	Analysis and Conclusion
Indicator: b	Identifies cause and effect relationships	Identifies cause and effect relationships

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :3	Analysis and Conclusion	Analysis and Conclusion
Indicator: c	Constructs explanation about investigations	Constructs theories to explain their investigations

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :4	Communication	Communication
Indicator: a	Displays and interprets data	Displays and interprets data

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :4	Communication	Communication
Indicator: b	Presents their scientific ideas in a variety of ways	Presents their scientific ideas in a variety of ways

SCIENCE

Science	2013 Version	2018 Version
Strand :1	Inquiry and application	Scientific inquiry and application
Concept :4	Communication	Communication
Indicator: c	Conducts further investigation based on prior experience and information gained	Conducts further investigation based on prior experience and information gained

Social Studies



SOCIAL STUDIES

Social Studies	2013 Version	2018 Version
Strand : 1	Family	Family
Concept :1	Understands Family	Understands Family
Indicator: a	Views self as a member of the family unit	Views self in relationship to others in a family

Social Studies	2013 Version	2018 Version
Strand : 1	Family	Family
Concept :1	Understands Family	Understands Family
Indicator: b	Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc	Identifies family members (e.g., mother, father, sister, brother, grandparents, and other important people in the child's life).

Social Studies	2013 Version	2018 Version
Strand : 1	Family	Family
Concept :1	Understands Family	Understands Family
Indicator: c	Describes/discusses own family's cultural or family traditions	Describes/discusses own cultural or familial traditions

Social Studies	2013 Version	2018 Version
Strand : 1	Family	Family
Concept :1	Understands Family	Understands Family
Indicator: d	Identifies similarities and differences in their family composition and the families of others	Identifies similarities and differences in their family composition and the families of others such as blended, foster, and other family structures.

SOCIAL STUDIES

Social Studies	2013 Version	2018 Version
Strand : 1	Family	Family
Concept :1	Understands Family	Understands Family
Indicator: e	Develops an awareness of their personal & family history	Develops an awareness of their personal and family history

Social Studies	2013 Version	2018 Version
Strand : 1	Family	Family
Concept :1	Understands Family	Understands Family
Indicator: f	Shows knowledge of family members' roles and responsibilities in the home	Shows knowledge of family members' roles and responsibilities in the home

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :1	Understands Community	Understands Community
Indicator: a	Recognizes that places where people live are made up of individuals from different cultures and who speak different languages	Recognizes that places where people live are made up of individuals who may be from different cultures, perspectives, and backgrounds and who speak different languages.

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :1	Understands Community	Understands Community
Indicator: b	Identifies, discusses and asks questions about similarities and differences in other people in their community.	Identifies, discusses, and asks questions about similarities and differences in other people in their community

SOCIAL STUDIES

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :1	Understands Community	Understands Community
Indicator: c	Describes some characteristics (e.g., clothing, food, jobs) of the people in their community	Describes some characteristics (e.g., clothing, food, jobs) of the people in their community

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :2	Rights, Responsibilities and Roles within Community	Rights, Responsibilities and Roles within Community
Indicator: a	Demonstrates responsible behaviors	Demonstrates responsible behaviors

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :2	Rights, Responsibilities and Roles within Community	Rights, Responsibilities and Roles within Community
Indicator: b	Shows an understanding of how to care for the environment	Recognizes that people rely on others for economics, goods, and services (e.g., farm goods, mail delivery, safety, health care).

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :2	Rights, Responsibilities and Roles within Community	Rights, Responsibilities and Roles within Community
Indicator: c	Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care	Seeks opportunities for leadership

SOCIAL STUDIES

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :2	Rights, Responsibilities and Roles within Community	Rights, Responsibilities and Roles within Community
Indicator: d	Seeks opportunities for leadership	Describes the purpose of rules.

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :2	Rights, Responsibilities and Roles within Community	Rights, Responsibilities and Roles within Community
Indicator: e	Describes the purpose of rules	Recognizes that people have wants and must make choices because resources and materials are limited.

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :2	Rights, Responsibilities and Roles within Community	Rights, Responsibilities and Roles within Community
Indicator: f	Recognizes that people have wants and must make choices because resources and materials are limited	Describes their role at home, at school, and in the community

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :2	Rights, Responsibilities and Roles within Community	Rights, Responsibilities and Roles within Community
Indicator: g	Describes their role at home, at school, and in the community	None

SOCIAL STUDIES

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :3	Geography	Environment
Indicator: a	Uses words to describe directionality and/or location within the community	Describes directionality and/or location within the community

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :3	Geography	Environment
Indicator: b	Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains, weather.	Describes some physical features of the environment in which she lives (e.g., buildings and natural elements like mountains and weather).

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :3	Geography	Environment
Indicator: c	None	Recognizes that people share the environment with other people, plants, and animals.

Social Studies	2013 Version	2018 Version
Strand : 2	Community	Community
Concept :3	Geography	Environment
Indicator: d	None	Shows an understanding of how to care for the indoor and outdoor environment

SOCIAL STUDIES

Social Studies	2013 Version	2018 Version
Strand : 3	Historical thinking	History and Events
Concept :1	Understands Time – Past, Present and Future	Understands Time – Past, Present, and Future
Indicator: a	Demonstrates an understanding of time in the context of daily experiences	Demonstrates an understanding of time in the context of daily experiences

Social Studies	2013 Version	2018 Version
Strand : 3	Historical Thinking	History and Events
Concept :1	Understands Time – Past, Present and Future	Understands Time – Past, Present, and Future
Indicator: b	Understands that events happened in the past and how these events relate to one's self, family and community	Understands that events happened in the past and how these events relate to one's self, family, and community

Social Studies	2013 Version	2018 Version
Strand : 3	Historical Thinking	History and Events
Concept :1	Understands Time – Past, Present and Future	Understands Time – Past, Present, and Future
Indicator: c	None	Communicates time and sequence vocabulary (e.g., before, after, during, later, first, last, yesterday, tomorrow, today) to describe relevant history and events

Physical Development, Health, and Safety



PHYSICAL HEALTH AND DEVELOPMENT

Physical Health and Development	2013 Version	2018 Version
Strand :1	Physical and Motor Development	Physical Health and Development
Concept :1	Gross Motor Development	Gross Motor Development
Indicator: a	Moves with balance	Moves with maturing balance skills.

Physical Health and Development	2013 Version	2018 Version
Strand :1	Physical and Motor Development	Physical Health and Development
Concept :1	Gross Motor Development	Gross Motor Development
Indicator: b	Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).	Moves with maturing locomotor skills (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps).

Physical Health and Development	2013 Version	2018 Version
Strand :1	Physical and Motor Development	Physical Health and Development
Concept :1	Gross Motor Development	Gross Motor Development
Indicator: c	Moves with coordination	Moves with maturing coordination (e.g., reach, grasp, throw, catch).

PHYSICAL HEALTH AND DEVELOPMENT

Physical Health and Development	2013 Version	2018 Version
Strand :1	Physical and Motor Development	Physical Health and Development
Concept :1	Gross Motor Development	Gross Motor Development
Indicator: d	Demonstrates spatial awareness in physical activity	Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness

Physical Health and Development	2013 Version	2018 Version
Strand :1	Physical and Motor Development	Physical Health and Development
Concept :2	Fine Motor Development	Fine Motor Development
Indicator: a	Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).

Physical Health and Development	2013 Version	2018 Version
Strand :1	Physical and Motor Development	Physical Health and Development
Concept :2	Fine Motor Development	Fine Motor Development
Indicator: b	Uses eye-hand coordination to perform simple tasks	Uses eye-hand coordination to perform simple tasks

PHYSICAL HEALTH AND DEVELOPMENT

Physical Health and Development	2013 Version	2018 Version
Strand :1	Physical and Motor Development	Physical Health and Development
Concept :2	Fine Motor Development	Fine Motor Development
Indicator: c	Manipulates smaller objects, tools and instruments that require wrist and squeezing motions	Manipulates smaller objects, tools, and instruments that require wrist and squeezing motions

Physical Health and Development	2013 Version	2018 Version
Strand :1	Physical and Motor Development	Physical Health and Development
Concept :2	Fine Motor Development	Fine Motor Development
Indicator: d	Uses fine motor skills in daily living	Uses fine motor skills in daily living

Physical Health and Development	2013 Version	2018 Version
Strand :2	Health	Health
Concept :1	Personal Health and Hygiene Practices	Personal Health and Hygiene Practices
Indicator: a	Demonstrates hygiene practices	Demonstrates hygiene practices and personal care tasks with increasing independence

Physical Health and Development	2013 Version	2018 Version
Strand :2	Health	Health
Concept :1	Personal Health and Hygiene Practices	Personal Health and Hygiene Practices
Indicator: b	Demonstrates healthy practices: 1. Nutrition	Demonstrates healthy nutrition practices: 1. Nutrition Knowledge

PHYSICAL HEALTH AND DEVELOPMENT

	2. Physical activity and Rest	2. Nutrition Choice
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Physical Health and Development	2013 Version	2018 Version
Strand :2	Health	Health
Concept :1	Personal Health and Hygiene Practices	Personal Health and Hygiene Practices
Indicator: c	Awareness of the functions of body parts	Demonstrates active physical play and rest

Physical Health and Development	2013 Version	2018 Version
Strand :2	Health	Health
Concept :1	Personal Health and Hygiene Practices	Personal Health and Hygiene Practices
Indicator: d	None	Demonstrates emerging knowledge of wellness

Physical Health and Development	2013 Version	2018 Version
Strand :2	Health	Health
Concept :1	Personal Health and Hygiene Practices	Personal Health and Hygiene Practices
Indicator: e	None	Demonstrates emerging knowledge of oral health

PHYSICAL HEALTH AND DEVELOPMENT

Physical Health and Development	2013 Version	2018 Version
Strand :3	Safety	Safety
Concept :1	Safety and Injury Prevention	Safety and Injury Prevention
Indicator: a	Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety	Identifies and follows basic safety rules with guidance and support (e.g., sun safety, animal and plant safety, outdoor and indoor safety).

Physical Health and Development	2013 Version	2018 Version
Strand :3	Safety	Safety
Concept :1	Safety and Injury Prevention	Safety and Injury Prevention
Indicator: b	Demonstrates transportation and street safety practices	Identifies basic signs and symbols that indicate danger (e.g., stop sign, poison, exit, flammable, slippery when wet, railroad crossing).

Physical Health and Development	2013 Version	2018 Version
Strand :3	Safety	Safety
Concept :1	Safety and Injury Prevention	Safety and Injury Prevention
Indicator: c	Enforces personal boundaries (safety, self-advocacy and boundary awareness).	Demonstrates transportation and street safety practices

Physical Health and Development	2013 Version	2018 Version
Strand :3	Safety	Safety
Concept :1	Safety and Injury Prevention	Safety and Injury Prevention
Indicator: d	Knows personal information	Enforces personal boundaries (safety, self-advocacy, and boundary awareness)

PHYSICAL HEALTH AND DEVELOPMENT

Physical Health and Development	2013 Version	2018 Version
Strand :3	Safety	Safety
Concept :1	Safety and Injury Prevention	Safety and Injury Prevention
Indicator: e	Demonstrates emergency safety practices	Knows personal information

Physical Health and Development	2013 Version	2018 Version
Strand :3	Safety	Safety
Concept :1	Safety and Injury Prevention	Safety and Injury Prevention
Indicator: f	<u>Identifies how adults help to keep us safe</u>	<u>Demonstrates emergency safety practices</u>

Physical Health and Development	2013 Version	2018 Version
Strand :3	Safety	Safety
Concept :1	Safety and Injury Prevention	Safety and Injury Prevention
Indicator: g	None	Demonstrates ways to tell a trusted adult if threatened or harmed

Physical Health and Development	2013 Version	2018 Version
Strand :3	Safety	Safety
Concept :1	Safety and Injury Prevention	Safety and Injury Prevention
Indicator: h	None	Identifies how adults help to keep us safe

Fine Arts



FINE ARTS

Fine Arts	2013 Version	2018 Version
Strand :1	Visual Arts	Visual Arts
Concept :1	Creates and Understands Visual Arts	Improvises and Connects with Visual Arts
Indicator: a	Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).	Creates their own original works using a variety of materials/media, tools, and techniques (e.g., materials/media, such as, paper, digital drawing application, sand, clay).

Fine Arts	2013 Version	2018 Version
Strand :1	Visual Arts	Visual Arts
Concept :1	Creates and Understands Visual Arts	Improvises and Connects with Visual Arts
Indicator: b	Creates art work with details which represent creative and personal choices, ideas, experiences and feelings	Represents creative choices, ideas, experiences, and feelings with details that connect to personal meaning

Fine Arts	2013 Version	2018 Version
Strand :1	Visual Arts	Visual Arts
Concept :1	Creates and Understands Visual Arts	Improvises and Connects with Visual Arts
Indicator: c	Creates art in two and three dimensions.	Engages in two- and three-dimensional artistic investigations

FINE ARTS

Fine Arts	2013 Version	2018 Version
Strand :1	Visual Arts	Visual Arts
Concept :1	Creates and Understands Visual Arts	Improvises and Connects with Visual Arts
Indicator: d	Seeks an understanding of artwork by self or others by commenting on or questioning the artwork	Describes and communicates an understanding of their work and the artwork of others

Fine Arts	2013 Version	2018 Version
Strand :2	Music and Creative Movement	Music
Concept :1	Creates and Understands Music, Movement and Dance	Creates and Connects with Musical Concepts and Expressions
Indicator: a	Experiments with a variety of instruments, vocalizations, sounds or creative movements	Experiments with a variety of instruments, vocalizations, sounds

Fine Arts	2013 Version	2018 Version
Strand :2	Music and Creative Movement	Music
Concept :1	Creates and Understands Music, Movement and Dance	Creates and Connects with Musical Concepts and Expressions
Indicator: b	Sings and moves to familiar rhymes, songs, and chants	Sings to familiar rhymes, songs, and chants

FINE ARTS

Fine Arts	2013 Version	2018 Version
Strand :2	Music and Creative Movement	Music
Concept :1	Creates and Understands Music, Movement and Dance	Creates and Connects with Musical Concepts and Expressions
Indicator: c	Uses familiar songs, rhymes or chants to create their own musical/movement improvisations	Uses familiar songs, rhymes, or chants to create their own musical improvisations

Fine Arts	2013 Version	2018 Version
Strand :2	Music and Creative Movement	Music
Concept :1	Creates and Understands Music, Movement and Dance	Creates and Connects with Musical Concepts and Expressions
Indicator: d	Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	Responds to different styles of music, (e.g., rock, classical, jazz, spirituals, Hawaiian, reggae, Native American, gospel, bluegrass, lullabies, marches, and country music), and music representative of a variety of cultures

Fine Arts	2013 Version	2018 Version
Strand :2	Music and Creative Movement	Music
Concept :1	Creates and Understands Music, Movement and Dance	Creates and Connects with Musical Concepts and Expressions
Indicator: e	Uses creative movement and dance to interpret the mood of various types of music and stories.	Describes and communicates an understanding of music in the contexts of daily experiences

FINE ARTS

Fine Arts	2013 Version	2018 Version
Strand :3	Drama	Creative Movement and Dance
Concept :1	Creates Dramatic Activities	Creates and Connects with Creative Movement and Dance
Indicator: a	Assumes roles from daily activities using a variety of props	Experiments with a variety of movements

Fine Arts	2013 Version	2018 Version
Strand :3	Drama	Creative Movement and Dance
Concept :1	Creates Dramatic Activities	Creates and Connects with Creative Movement and Dance
Indicator: b	Takes on more than one dramatic play role at a time.	Dances and moves to rhymes, songs, and chants

Fine Arts	2013 Version	2018 Version
Strand :3	Drama	Creative Movement and Dance
Concept :1	Creates Dramatic Activities	Creates and Connects with Creative Movement and Dance
Indicator: c	Pretends an object exists without using a prop.	Responds with movement to various sensory stimuli

Fine Arts	2013 Version	2018 Version
Strand :3	Drama	Creative Movement and Dance
Concept :1	Creates Dramatic Activities	Creates and Connects with Creative Movement and Dance
Indicator: d	Dramatizes familiar stories	Describes and communicates an understanding of movement and dance in the contexts of daily experiences

FINE ARTS

Fine Arts	2013 Version	2018 Version
Strand :3	Drama	Creative Movement and Dance
Concept :1	Creates Dramatic Activities	Creates and Connects with Creative Movement and Dance
Indicator: e	Adds details and new elements to dramatic play situations	None

Fine Arts	2013 Version	2018 Version
Strand :4	None	Dramatic Play
Concept :1	None	Creates and Connects with Dramatic Activities
Indicator: a	None	Assumes roles from daily activities using a variety of props

Fine Arts	2013 Version	2018 Version
Strand :4	None	Dramatic Play
Concept :1	None	Creates and Connects with Dramatic Activities
Indicator: b	None	Takes on more than one dramatic play role at a time

Fine Arts	2013 Version	2018 Version
Strand :4	None	Dramatic Play
Concept :1	None	Creates and Connects with Dramatic Activities
Indicator: c	None	Pretends an object exists without using a prop

FINE ARTS

Fine Arts	2013 Version	2018 Version
Strand :4	None	Dramatic Play
Concept :1	None	Creates and Connects with Dramatic Activities
Indicator: d	None	Dramatizes familiar stories