

Middletown Preschool Curriculum

Revised September 2005

Table of Contents

	Page
Acknowledgements	2
Statement of Philosophy and Goals	3
Personal Social Development	4
Physical Development	27
Cognitive Development	33
Creative Expression	82
Appendix A Frequently Used Instructional Strategies	94
Appendix B Book Lists	96

Acknowledgements

The Middletown Preschool Program would like to acknowledge the contribution of the Bristol Public Schools for providing the district access to their Preschool Curriculum. The Bristol Preschool Curriculum was utilized as a framework for Middletown's Preschool Curriculum revisions. These revisions were a coordinated effort among Middletown Public School educators and School Readiness preschool and child-care providers. The curriculum was aligned with Middletown's Language Arts and Math Curriculum, and the Connecticut Preschool Curriculum Framework. The following committee members are acknowledged and commended for their contributions to the development of the curriculum.

	<u>Middletown Public Schools</u>
Cathie Osiecki	Math Resource Teacher
Amy Radikas	K-5 Language Arts Coordinator
Melissa Gonzalez-Moreno	Preschool Coordinator
Sally Kensel	Kindergarten Teachers
Sandra Cardella	Kindergarten Teacher
Colleen Fitzpatrick	Kindergarten Teacher
Tracey Bielenda	Preschool Teacher
Keavy Peterson	Preschool Teacher
Allison Dykas	Preschool Teacher
Christine Fahey	School Readiness Coordinator
	<u>Middletown School Readiness</u>
Susan Hunter	Kiddie World Early Learning Center
Hillary Phelps	Middlesex Community College
Shannon Crossland	YMCA Phelps Ingersoll Center for Children

Statement of Philosophy and Goals

The Middletown Preschool Program is committed to providing a high quality preschool experience for all children it serves. We are sensitive to the social, emotional, language, cognitive, self-care, and motor needs of each child. We believe that children are best able to achieve their full potential through a positive self-esteem and a love of learning. We believe in the importance of providing a well-designed and safe facility; an environment that honors all ethnic groups, religions, genders, and abilities; and the vital role that parents play in their child's preschool experience.

The following goals guide us toward our vision of learning, growth, and fulfillment for all of our children:

1. Through the provision of a safe, caring, and supportive environment, our children will continue to develop in social, cognitive, language, motor, and self-help areas, with their current level of development serving as the focus of our beginning efforts.
2. Recognizing that language, speech, and all forms of non-verbal communication serve as the medium for learning, play, and social connectedness, developing communication skills will serve as a major focus of our daily activities.
3. In the classroom and on the playground, our children will experience school as an enjoyable activity, and will thus develop a life-long love of learning, inquiry, and play.
4. Through the total preschool experience, our children will become familiar with the routine and structured experiences of school and will thus become prepared for learning environments beyond preschool.
5. Staff and administrators will develop meaningful and supportive relationships with parents for the purpose of facilitating children's growth and learning at home and school.
6. Staff and administration will foster children's positive self-image, independence, self-discipline, confidence, and appreciation of diversity.

PERSONAL-SOCIAL DEVELOPMENT

Content Standard Personal/Social

Preschool programs will provide children with opportunities to exhibit curiosity, creativity, self-direction and persistence in learning situations.

(#1) Performance Standard: Student will

Engage in activities that he/she selects or creates and demonstrate self-direction in use of materials.

PreK-12 Expectations for Student Learning

Student will acquire the skills and disposition for learning.

TOPIC	LEARNING OBJECTIVES	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal /Social Development	Participate with direction and encouragement	<ul style="list-style-type: none"> ◆ Provide opportunities for small group activities ◆ Organize classroom and outdoor environment/ materials so that student can access centers independently ◆ Label materials in centers ◆ Limit the number of students in centers ◆ Provide modifications for students with varying abilities 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Personal/Social 1 Select and participate in activities</p>
Personal /Social Development	Make a choice when two to four options are presented	<ul style="list-style-type: none"> ◆ Provide opportunities for choice in structured small group activities (i.e., student chooses which center to go to when presented with options) ◆ Provide modifications for students with varying abilities 	<p><i>Preschool Assessment Framework:</i> Personal/Social 1 Select and participate in activities</p>

(Personal/Social: Performance Standard #1 cont. next page)

Personal /Social Development	Select and participate in familiar activities	<ul style="list-style-type: none"> ◆ Provide multiple, familiar materials ◆ Demonstrate use of materials ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 1 Select and participate in activities</p>
Personal/Social Development	Participates in unfamiliar activities	<ul style="list-style-type: none"> ◆ Provide extending activities with familiar materials ◆ Introduce new materials and activities ◆ Provide exploration of unfamiliar materials ◆ Demonstrate and support use of unfamiliar materials ◆ Provide modifications for students with varying needs 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 1 Select and participate in activities</p>
Personal /Social Development	Independently select and participate in a variety of activities	<ul style="list-style-type: none"> ◆ Provide a variety of indoor and outdoor activities through out the day ◆ Facilitate student selection to encourage participation in a variety of activities ◆ Offer materials in learning centers that cross developmental stages and allow flexibility and creativity in their use 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 1 Select and participate in activities</p>

(Personal/Social : Performance Standard #1)

**Content Standard
Personal/Social**

Preschool programs will provide children with opportunities to exhibit curiosity, creativity, self-direction and persistence in learning situations.

(#2) Performance Standard: Student will
Sustain attention to task.

PreK-12 Expectations for Student Learning
Student will acquire the skills and disposition for learning.

TOPIC	LEARNING OBJECTIVES	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Sustain attention to teacher-directed or self-selected task for several minutes	<ul style="list-style-type: none"> ◆ Provide developmentally appropriate materials and activities in learning centers ◆ Redirect, encourage, assist, and model ◆ Provide a visual or auditory prompt (timer, picture schedule or verbal praise) ◆ Use a peer model ◆ Provide modifications for students with varying abilities 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i> Personal/Social 2 Sustains attention to task</p>
Personal /Social Development	Sustain attention to teacher – directed or self-selected task for at least 5-10 minutes	<ul style="list-style-type: none"> ◆ Provide developmentally appropriate materials and activities in learning centers ◆ Redirect, encourage, assist and model ◆ Provide additional materials to extend the activity ◆ Use a peer model 	<p align="center"><i>Preschool Assessment Framework:</i> Personal/Social 2 Sustains attention to task</p>

(Personal/Social Performance Standard # 2 cont. next page)

		<ul style="list-style-type: none"> ◆ Provide a visual or auditory prompt (timer, picture schedule, and verbal praise) ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 2 Sustains attention to task</p>
Personal /Social Development	Sustain attention to teacher - directed or self-selected task for at least 15 minutes or until task is complete	<ul style="list-style-type: none"> ◆ Provide developmentally appropriate materials and activities in learning centers ◆ Redirect, encourage, assist and model ◆ Provide additional materials to extend the activity ◆ Provide a visual or auditory prompt (timer, picture schedule, or verbal praise) ◆ Use a peer model ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 2 Sustains attention to task</p>

(Personal/Social Performance Standard #2 cont. next page)

<p>Personal /Social Development</p>	<p>Persist with both self-selected and teacher-directed tasks until completed</p>	<ul style="list-style-type: none"> ◆ Provide developmentally appropriate materials and activities in learning centers ◆ Redirect, encourage, assist and model ◆ Provide additional materials to extend the activity ◆ Provide motivation to complete task such as displaying completed project, taking a picture, or giving praise ◆ Provide a visual or auditory prompt (timer, picture schedule, or verbal praise) ◆ Use a peer model ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 2 Sustains attention to task</p>
--	--	---	--

(Personal/Social Performance Standard #2)

Content Standard

Personal/Social

Preschool programs will provide children with opportunities to exhibit curiosity, creativity, self-direction and persistence in learning situations.

(#3) Performance Standard: Student will

Demonstrate the ability to use a minimum of two different strategies to attempt to solve a problem.

PreK-12 Expectations for Student Learning

Student will acquire the skills and disposition for learning.

TOPIC	LEARNING OBJECTIVES	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Recognize and solve the problem	<ul style="list-style-type: none">◆ Role-play◆ Model appropriate actions◆ Use children’s stories to teach problem-solving skills◆ Use puppets to demonstrate problem situations and solutions◆ Observe student interactions, anticipating difficulties, and intervening proactively◆ Provide modifications for students with varying abilities	Observation Anecdotal notes Data Collection

(Personal/Social Performance Standard #3)

Content Standard

Personal/Social

Preschool programs will provide children with opportunities to exhibit curiosity, creativity, self-direction and persistence in learning situations.

(#4) Performance Standard: Student will

Demonstrate delight or satisfaction when completing a task or solving a problem.

PreK-12 Expectations for Student Learning

Student will acquire the skills and disposition for learning.

TOPIC	LEARNING OBJECTIVES	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Express feelings verbally and/or non-verbally	<ul style="list-style-type: none">◆ Teacher and peer models◆ Role-play◆ Use puppets, music, drawings, literature, peer modeling◆ Acknowledge and validate work and/or verbal expression	Observation Anecdotal notes Data Collection
Personal /Social Development	Share accomplishments with an adult or peers	<ul style="list-style-type: none">◆ Model◆ Provide opportunities to share throughout the day◆ Provide modifications for students with varying abilities	Observation Anecdotal notes Data Collection

(Personal/Social Performance Standard #4)

Content Standard			
Personal/Social			
<i>Preschool programs will provide children with opportunities to describe themselves using several basic characteristics.</i>			
(#5) Performance Standard: Student will			
<i>Refer to self by first and last name.</i>			
PreK-12 Expectations for Student Learning			
<i>Student will demonstrate sense of self as a learner.</i>			
TOPIC	LEARNING OBJECTIVES	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Verbalize first and last name independently	<ul style="list-style-type: none"> ◆ Model ◆ Use songs ◆ Call students by their first and last name throughout the day ◆ Provide modifications for students with varying abilities 	Observation Anecdotal notes Data Collection

(Personal/Social Performance Standard #5)

Content Standard			
Personal/Social			
<i>Preschool programs will provide children with opportunities to describe themselves using several basic characteristics.</i>			
(#6) Performance Standard: Student will			
<i>Identify self by family and gender.</i>			
PreK-12 Expectations for Student Learning			
<i>Student will demonstrate sense of self as a learner.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Identify self and immediate family members by name	<ul style="list-style-type: none"> ◆ Use stories related to families ◆ Invite family members to participate in school activities ◆ Use photo projects with parental permission ◆ Provide modifications for students with varying abilities/cultural diversity 	CONNECTICUT STATE DEPARTMENT OF EDUCATION <i>Preschool Assessment Framework:</i> Personal/Social 9 Recognizes similarities and appreciates differences
Personal /Social Development	Show awareness of similarities and differences among own immediate family members in regard to gender and role	<ul style="list-style-type: none"> ◆ Use stories about different kinds of families ◆ Role-play ◆ Provide opportunities for families to participate ◆ Use photo projects with parental permission ◆ Provide modifications for students with varying abilities/cultural diversity ◆ Provide a variety of opportunities for students to identify self and other as either a boy or girl 	<i>Preschool Assessment Framework:</i> Personal/Social 9 Recognizes similarities and appreciates differences

(Personal/Social Performance Standard #6 cont. next page)

Content Standard			
Personal/Social			
<i>Preschool programs will provide children with opportunities to demonstrate awareness of one's own and others' feelings.</i>			
(#7) Performance Standard: Student will			
<i>Use words to express emotions or feelings.</i>			
PreK-12 Expectations for Student Learning			
<i>Student will demonstrate effective communication of emotions/feelings, individually and as a member of a group.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Use appropriate verbal language to communicate effectively with others	<ul style="list-style-type: none"> ◆ Use puppets ◆ Role-play ◆ Model ◆ Use prompting ◆ Observe, facilitate, and intervene as necessary ◆ Provide an environment that encourages the use of verbal language throughout the day ◆ Provide parent materials and activities to promote the use of language skills at home ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i></p> <p style="text-align: center;">Personal/Social 5</p> <p style="text-align: center;">Uses words to express emotions or feelings</p>

(Personal/Social Performance Standard #7)

Content Standard			
Personal/Social			
<i>Preschool programs will provide children with opportunities to participate in and exhibit self-control in group situations.</i>			
(#8) Performance Standard: Student will			
<i>Participate in small and large group activities.</i>			
PreK-12 Expectations for Student Learning			
<i>Student will demonstrate a sense of responsibility to self and others.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Participate in teacher-led activities in a small group	<ul style="list-style-type: none"> ◆ Provide peer and adult models ◆ Allow student to make choices regarding level of participation ◆ Participate in a group activity for a few minutes with an adult ◆ Redirect ◆ Provide student with boundary limits (e.g. carpet square) ◆ Reinforce appropriate behavior in a group ◆ Provide modifications for students with varying abilities 	CONNECTICUT STATE DEPARTMENT OF EDUCATION <i>Preschool Assessment Framework:</i> Personal/Social 3 Participates in teacher led group activities
Personal /Social Development	Participate in a majority of teacher-led whole group activities	<ul style="list-style-type: none"> ◆ Provide peer and adult models ◆ Allow student to make choices regarding level of participation ◆ Participate in a whole group activity with an adult 	<i>Preschool Assessment Framework:</i> Personal/Social 3 Participates in teacher led group activities

		<ul style="list-style-type: none"> ◆ Redirect ◆ Provide student with boundary limits (e.g. carpet square) ◆ Reinforce appropriate behavior in a group ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 3 Participates in teacher led group activities</p>
Personal /Social Development	Participate in whole group activities and usually waits turn	<ul style="list-style-type: none"> ◆ Provide peer and adult models ◆ Facilitate, and intervene ◆ Allow student to make choices regarding level of participation ◆ Use verbal and visual prompts to encourage waiting for turn ◆ Reinforce appropriate behavior in group ◆ Provide student with boundary limits (e.g. carpet square) ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 3 Participates in teacher led group activities</p>

(Personal/Social Performance Standard #8 cont. next page)

Content Standard			
Personal/Social			
<i>Preschool programs will provide children with opportunities to participate in and exhibit self-control in group situations.</i>			
(#9) Performance Standard: Student will			
<i>Manage transitions, and follow routines and rules.</i>			
PreK-12 Expectations for Student Learning			
<i>Student will demonstrate a sense of responsibility to self and others.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Make transitions and follow basic routines and rules with teacher supervision	<ul style="list-style-type: none"> ◆ Model ◆ Involve children in making the classroom rules ◆ Provide visual schedules and display of rules and review regularly ◆ Organize and label materials ◆ Keep routines, transitions, and signals consistent ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	CONNECTICUT STATE DEPARTMENT OF EDUCATION <i>Preschool Assessment Framework:</i> Personal/Social 4 Manages transitions and follows routines and rules
Personal /Social Development	Make transitions and follow basic routines and rules with occasional reminders	<ul style="list-style-type: none"> ◆ Provide visual schedules/rules ◆ Involve children in making the classroom rules ◆ Organize and label materials ◆ Use occasional prompts 	<i>Preschool Assessment Framework:</i> Personal/Social 4 Manages transitions and follows routines and rules

(Personal/Social Performance Standard #9 cont. next page)

		<ul style="list-style-type: none"> ◆ Keep routines, transitions, and signals consistent ◆ Use positive reinforcement ◆ Use individual/group problem solving ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 4 Manages transitions and follows routines and rules</p>
Personal /Social Development	Make transitions and follow routines and rules when given signal	<ul style="list-style-type: none"> ◆ Provide visual schedules/ rules ◆ Organize and label materials ◆ Keep routines, transitions, and signals consistent ◆ Use positive reinforcement ◆ Use individual/group problem solving ◆ Use occasional prompts ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 4 Manages transitions and follows routines and rules</p>
Personal /Social Development	Anticipate transitions and follows routines and rules independently	<ul style="list-style-type: none"> ◆ Provide visual schedules ◆ Provide auditory/visual signals ◆ Keep routines, transitions, and signals consistent ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 4 Manages transitions and follows routines and rules</p>

(Personal/Social Performance Standard #9 cont. next page)

Content Standard			
Personal/Social			
<i>Preschool programs will provide children with opportunities to interact appropriately with peers and familiar adults.</i>			
(#10) Performance Standard: Student will			
<i>Enter into or initiate a play situation.</i>			
PreK-12 Expectations for Student Learning			
<i>Student will demonstrate effective functioning, individually and as a member of a group.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Choose and enter into an activity involving one or more children	<ul style="list-style-type: none"> ◆ Model (adult/peer) ◆ Prompting ◆ Provide materials and opportunities to participate in activities ◆ Provide modifications for students with varying abilities 	<i>Preschool Assessment Framework:</i> Personal/Social 7 Observation Anecdotal notes Data Collection
Personal /Social Development	Independently initiate and sustain participation in a play situation	<ul style="list-style-type: none"> ◆ Provide materials and opportunities to participate in activities ◆ Model cooperative interactive behaviors ◆ Provide peer role models ◆ Decrease adult support ◆ Provide modifications for students with varying abilities 	<i>Preschool Assessment Framework:</i> Personal/Social 7 Observation Anecdotal notes Data Collection

(Personal/Social Performance Standard #10)

**Content Standard
Personal/Social**

Preschool programs will provide children with opportunities to interact appropriately with peers and familiar adults.

(#11) Performance Standard: Student will
Show empathy and caring for others.

PreK-12 Expectations for Student Learning

Student will demonstrate effective functioning, individually and as a member of a group.

TOPIC	LEARNING OBJECTIVE	◆ INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Sometimes notice and react to a familiar peer's delight or distress	<ul style="list-style-type: none"> ◆ Model ◆ Identify feelings, facial expressions, body language ◆ Use a variety of instructional materials (e.g., books, puppets, a social skills program) ◆ Role play ◆ Provide modifications for students with varying abilities 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i> Personal/Social 6 Showing empathy and caring for others</p>
Personal /Social Development	Usually notice and react to a familiar peer's delight or distress	<ul style="list-style-type: none"> ◆ Model ◆ Identify feelings, facial expressions, body language ◆ Use a variety of instructional materials (e.g., books, puppets, a social skills program) ◆ Role play ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<p align="center"><i>Preschool Assessment Framework:</i> Personal/Social 6 Showing empathy and caring for other</p>

<p>Personal /Social Development</p>	<p>Offer to help peer in need</p>	<ul style="list-style-type: none"> ◆ Role play ◆ Provide opportunities for students to help each other throughout the day ◆ Identify situations when students need assistance and facilitate solutions ◆ Identify appropriate peer models ◆ Encourage and acknowledge student attempts to assist peers ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 6 Showing empathy and caring for others</p>
<p>Personal /Social Development</p>	<p>Understand when others' needs are different from own</p>	<ul style="list-style-type: none"> ◆ Use a social skills program ◆ Identify situations when others needs are different from own and encourage acceptance ◆ Provide examples through children's literature ◆ Role play ◆ Verbalize student's feelings ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 6 Showing empathy and caring for others</p>

(Personal/Social Performance Standard #11)

Content Standard			
Personal/Social			
<i>Preschool programs will provide children with opportunities to interact appropriately with peers and familiar adults.</i>			
(#12) Performance Standard: Student will			
<i>Interact with peers and adults.</i>			
PreK-12 Expectations for Student Learning			
<i>Student will demonstrate effective functioning, individually and as a member of a group.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Work/play along side others	<ul style="list-style-type: none"> ◆ Provide materials and opportunities by structuring the number of materials and students at an activity ◆ Model, facilitate, and intervene ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	CONNECTICUT STATE DEPARTMENT OF EDUCATION <i>Preschool Assessment Framework:</i> Personal/Social 7 Interacts cooperatively with peers
Personal /Social Development	Begin to work/play in association with another child or adult	<ul style="list-style-type: none"> ◆ Encourage interaction ◆ Model, facilitate and intervene ◆ Role play ◆ Provide materials and opportunities for cooperative work/play activities ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<i>Preschool Assessment Framework:</i> Personal/Social 7 Interacts cooperatively with peers

(Personal/Social Performance Standard #12 cont. next page)

<p>Personal /Social Development</p>	<p>Work/play cooperatively with one or more peers</p>	<ul style="list-style-type: none"> ◆ Encourage interaction ◆ Model, facilitate and intervene ◆ Role play ◆ Provide opportunities and an adequate number of materials for cooperative play activities with an increased number of students ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 7 Interacts cooperatively with peers</p>
<p>Personal /Social Development</p>	<p>Sustain cooperative activities with a variety of peers</p>	<ul style="list-style-type: none"> ◆ Encourage interaction ◆ Model, facilitate, and intervene ◆ Provide opportunities and an adequate number of materials for cooperative play activities with an increased number of students ◆ Provide a time frame in order to sustain an activity ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 7 Interacts cooperatively with peers</p>

(Personal/Social Performance Standard #12)

Content Standard

Personal/Social

Preschool programs will provide children with opportunities to use age appropriate conflict resolution strategies.

(#13) Performance Standard: Student will

Use words to identify the conflict.

PreK-12 Expectations for Student Learning

Student will demonstrate a sense of responsibility to self and others.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Seek and accept teacher help to solve conflict with peers	<ul style="list-style-type: none">◆ Role play◆ Use a social skills program◆ Model and facilitate conflict resolution◆ Use positive reinforcement◆ Demonstrate empathy toward students◆ Use literature to reinforce conflict-resolution◆ Provide modifications for students with varying abilities	CONNECTICUT STATE DEPARTMENT OF EDUCATION <i>Preschool Assessment Framework:</i> Personal/Social 8 Work to resolve conflicts

(Personal/Social Performance Standard #13 cont. next page)

<p>Personal /Social Development</p>	<p>Develop solutions and work to resolve conflicts with adult support</p>	<ul style="list-style-type: none"> ◆ Model ◆ Role play ◆ Use a social skills program ◆ Assist student to identify and verbalize the conflict ◆ Brainstorm solutions ◆ Provide support for carrying out the solution ◆ Verbalize solutions using puppets ◆ Use literature to reinforce conflict-resolution ◆ Provide modifications for students with varying abilities 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Personal/Social 8 Work to resolve conflicts</p>
<p>Personal /Social Development</p>	<p>Begin to solve conflicts directly with peers using appropriate strategies</p>	<ul style="list-style-type: none"> ◆ Model ◆ Role play ◆ Use a social skills program ◆ Verbalize solutions using puppets ◆ Use literature to reinforce conflict-resolution ◆ Acknowledge successful attempts at conflict resolution ◆ Provide modifications for students with varying abilities 	<p><i>Preschool Assessment Framework:</i> Personal/Social 8 Work to resolve conflicts</p>

(Personal/Social Performance Standard #13)

<p align="center">Content standard Personal/Social <i>Preschool programs will provide children with opportunities to recognize similarities and appreciate differences in people.</i></p>			
<p align="center">(#14) Performance Standard: Student will <i>Recognize similarities and differences in people.</i></p>			
<p align="center">PreK-12 Expectations for Student Learning <i>Student will recognize, respect and appreciate diversity.</i></p>			
TOPIC	LEARNING OBJECTIVE	◆ INSTRUCTIONAL STRATEGIES	ASSESSMENT
Personal/Social Development	Identify self, family members, teachers, and some peers by name	<ul style="list-style-type: none"> ◆ Use photo projects with parental permission ◆ Use songs ◆ Use puppets ◆ Use literature about different kinds of people ◆ Provide modifications for students with varying abilities 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i> Personal/Social 9 Recognizes similarities and appreciates differences</p>
Personal /Social Development	Show awareness of similarities and differences among own family members	<ul style="list-style-type: none"> ◆ Use literature ◆ Role play ◆ Dramatic play - Provide props and materials that reflect diversity and are representative of the children and families in the classroom ◆ Use photo projects with parental permission ◆ Provide opportunities for families to participate ◆ Use a variety of visuals/materials displaying diversity (posters, art materials and toys) 	<p align="center"><i>Preschool Assessment Framework:</i> Personal/Social 9 Recognizes similarities and appreciates differences</p>

<p>Personal /Social Development</p>	<p>Show awareness of similarities and differences among peers</p>	<ul style="list-style-type: none"> ◆ Use mirrors and photographs ◆ Use literature ◆ Role play ◆ Dramatic play - Provide props and materials that reflect diversity and are representative of the children and families in the classroom ◆ Use a variety of visuals/ materials displaying diversity (posters, art materials and toys) ◆ Provide opportunities for students to share their cultural background ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 9 Recognizes similarities and appreciates differences</p>
<p>Personal /Social Development</p>	<p>Demonstrate respect for differences among others</p>	<ul style="list-style-type: none"> ◆ Role play ◆ Model, facilitate, and intervene ◆ Use literature ◆ Acknowledge respectful attitudes and interactions ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Personal/Social 9 Recognizes similarities and appreciates differences</p>

(Personal/Social Performance Standard #14)

PHYSICAL

**Content Standard
Physical Development**

Preschool programs will provide children with opportunities to engage in a wide variety of gross-motor activities that are child selected and teacher initiated

(#1) Performance Standard: Student will

Engage in a wide variety of gross-motor activities that are child selected and teacher initiated.

PreK-12 Expectations for Student Learning

Student will demonstrate control, balance, strength and coordination in gross motor tasks.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Physical Development	Demonstrate competence in a variety of activities that require coordinated movement using large muscles	<ul style="list-style-type: none"> ◆ Provide daily opportunities for coordinated movement activities ◆ Use gross motor play ◆ Use music and movement activities ◆ Model ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i> Physical 1 Uses coordinated large muscle movements</p>

(Physical Development Performance Standard #1 cont. next page)

<p>Physical Development</p>	<p>Perform activities that combine large-muscle movements with equipment</p>	<ul style="list-style-type: none"> ◆ Provide a variety of equipment ◆ Use music and movement activities ◆ Model ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Physical 1</p> <p>Uses coordinated large muscle movements</p>
<p>Physical Development</p>	<p>Move through an environment with body control</p>	<ul style="list-style-type: none"> ◆ Provide multiple experiences and equipment ◆ Model ◆ Provide opportunities to practice ◆ Provide modification for students with varying abilities ◆ Use positive reinforcement 	<p><i>Preschool Assessment Framework:</i> Physical 1</p> <p>Uses coordinated large muscle movements</p>
<p>Physical Development</p>	<p>Combine a sequence of several motor skills in an organized way</p>	<ul style="list-style-type: none"> ◆ Provide opportunities through use of games (e.g., obstacle course) ◆ Use music and movement ◆ Model ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<p><i>Preschool Assessment Framework:</i> Physical 1</p> <p>Uses coordinated large muscle movements</p>

(Physical Development Performance Standard #1)

Content Standard Physical Development <i>Preschool programs will provide children with opportunities to engage in a wide variety of fine-motor activities that are child selected and teacher initiated.</i>			
(#2) Performance Standard: Student will <i>Engage in a variety of activities that promote eye-hand coordination and small-muscle development.</i>			
PreK-12 Expectations for Student Learning <i>Student will demonstrate strength and coordination in fine motor tasks.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Physical Development	Perform fine-motor tasks that require small-muscle strength and control	<ul style="list-style-type: none"> ◆ Provide appropriate materials and multiple opportunities for their use ◆ Model ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	CONNECTICUT STATE DEPARTMENT OF EDUCATION <i>Preschool Assessment Framework:</i> Physical 2 Uses coordinated small muscle movements
Physical Development	Demonstrate spatial awareness in fine-motor activities	<ul style="list-style-type: none"> ◆ Provide appropriate materials (e.g., beads, puzzles, blocks) ◆ Model ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<i>Preschool Assessment Framework:</i> Physical 2 Uses coordinated small muscle movements

(Physical Development Performance Standard #2 cont. next page)

<p>Physical Development</p>	<p>Use eye-hand coordination to successfully perform fine-motor tasks</p>	<ul style="list-style-type: none"> ◆ Provide appropriate materials (e.g., beads, puzzles, blocks) ◆ Model ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Physical 2</p> <p>Uses coordinated small muscle movements</p>
<p>Physical Development</p>	<p>Show beginning control of writing, drawing and art tools</p>	<ul style="list-style-type: none"> ◆ Provide appropriate materials (e.g., markers, scissors, crayons) ◆ Model ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<p><i>Preschool Assessment Framework:</i> Physical 2</p> <p>Uses coordinated small muscle movements</p>
<p>Physical Development</p>	<p>Use opposing hand movements to cut and draw with control</p>	<ul style="list-style-type: none"> ◆ Provide appropriate materials ◆ Model ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<p><i>Preschool Assessment Framework:</i> Physical 2</p> <p>Uses coordinated small muscle movements</p>

(Physical Development Performance Standard #2)

<p align="center">Content Standard Physical Development <i>Preschool programs will provide children with opportunities to practice basic hygiene and self-help skills.</i></p>			
<p align="center">(#3) Performance Standard: Student will <i>Care for self independently.</i></p>			
<p align="center">PreK-12 Expectations for Student Learning <i>Student will acquire independent daily living skills.</i></p>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Physical Development	Perform self-care tasks with adult support	<ul style="list-style-type: none"> ◆ Use positive reinforcement ◆ Provide opportunities to practice ◆ Prompt ◆ Encourage family involvement ◆ Provide modifications for students with varying abilities 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i> Physical 3 Cares for self independently</p>
Physical Development	Attempt to dress, eat and toilet with some success	<ul style="list-style-type: none"> ◆ Use positive reinforcement ◆ Provide opportunities to practice ◆ Prompt ◆ Encourage family involvement ◆ Provide modifications for students with varying abilities 	<p align="center"><i>Preschool Assessment Framework:</i> Physical 3 Cares for self independently</p>

(Physical Development Performance Standard #3 cont. next page)

<p>Physical Development</p>	<p>Manage most aspects of dressing, eating and toileting</p>	<ul style="list-style-type: none"> ◆ Use positive reinforcement ◆ Provide opportunities to practice ◆ Prompt ◆ Encourage family involvement ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Physical 3 Cares for self independently</p>
<p>Physical Development</p>	<p>Dress, eat and toilet independently</p>	<ul style="list-style-type: none"> ◆ Use positive reinforcement ◆ Provide opportunities to practice ◆ Encourage family involvement ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Physical 3 Cares for self independently</p>

(Physical Development Performance Standard #3)

COGNITIVE

Content Standard

Logical-Mathematical/Scientific Thinking

Preschool programs will provide children with opportunities to express wonder, ask questions and seek answers about the natural world.

(#1) Performance Standard: Student will

Engage in scientific inquiry.

PreK-12 Expectations for Student Learning

Student will demonstrate the ability to think, reason, question and remember.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Observe or explore and notice effects	<ul style="list-style-type: none"> ◆ Provide a wide variety of materials/settings and opportunities indoors and outdoors for investigation Provide verbal and nonverbal models ◆ Use positive reinforcement ◆ Use peer models ◆ Provide literature ◆ Use variety of student groupings 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i></p> <p align="center">Cognitive 1</p> <p align="center">Engages in scientific inquiry</p>
Cognitive Development	Experiment, observe, ask questions and comments (verbally or nonverbally) about effects	<ul style="list-style-type: none"> ◆ Provide a wide variety of materials/settings and opportunities indoors and outdoors for investigation (compare and contrast) ◆ Provide verbal and nonverbal models ◆ Use positive reinforcement ◆ Use peer models 	<p align="center"><i>Preschool Assessment Framework:</i></p> <p align="center">Cognitive 1</p> <p align="center">Engages in scientific inquiry</p>

		<ul style="list-style-type: none"> ◆ Provide opportunities for peer discussion ◆ Provide literature ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 1</i> Engages in scientific inquiry</p>
Cognitive Development	Experiment and purposefully collect, describe and record information	<ul style="list-style-type: none"> ◆ Provide materials/settings and opportunities indoors and outdoors for investigation Provide peer and adult models ◆ Use positive reinforcement ◆ Provide opportunities to share information ◆ Provide modifications for students with varying abilities ◆ Provide literature ◆ Use variety of student groupings 	<p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 1</i> Engages in scientific inquiry</p>

(Cognitive Development Performance Standard #1 cont. next page)

<p>Cognitive Development</p>	<p>Plan for purposeful investigation, predict outcomes, and describe and record results (e.g., graphs and drawings)</p>	<ul style="list-style-type: none"> ◆ Provide a wide variety materials/settings and opportunities indoors and outdoors for investigation ◆ Use KWL-What student knows, what student wants to know, what student learned ◆ Use positive reinforcement ◆ Provide opportunities to share information ◆ Provide modifications for students with varying abilities ◆ Provide literature ◆ Use variety of student groupings 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 1 Engages in scientific inquiry</p>
-------------------------------------	--	--	---

(Cognitive Development Performance Standard #1)

<p align="center">Content Standard Logical-Mathematical/Scientific Thinking <i>Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.</i></p>			
<p align="center">(#2) Performance Standard: Student will <i>Use a variety of strategies to solve problems.</i></p>			
<p align="center">PreK-12 Expectations for Student Learning <i>Student will demonstrate the ability to think, reason, question and remember.</i></p>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Recognize the problem	<ul style="list-style-type: none"> ◆ Model ◆ Prompt ◆ Manipulate the environment to create a problem (e.g. dramatic play, puzzles, snack set up) ◆ Provide a wide variety of materials/settings and situations ◆ Use positive reinforcement ◆ Provide literature ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework: Cognitive 2</i></p> <p align="center">Uses a variety of strategies to solve problems</p>
Cognitive Development	Identify and use same strategy to solve a problem	<ul style="list-style-type: none"> ◆ Model ◆ Prompt ◆ Manipulate the environment to create a problem 	<p align="center"><i>Preschool Assessment Framework: Cognitive 2</i></p> <p align="center">Uses a variety of strategies to solve problems</p>

(Cognitive Development Performance Standard #2 cont. next page)

		<ul style="list-style-type: none"> ◆ Provide a wide variety of materials/settings and situations ◆ Use positive reinforcement ◆ Provide literature ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 2</i></p> <p style="text-align: center;">Uses a variety of strategies to solve problems</p>
Cognitive Development	Try several strategies to solve a problem with adult support	<ul style="list-style-type: none"> ◆ Model ◆ Role play ◆ Identify peer models ◆ Provide a variety of materials/settings and situations ◆ Use positive reinforcement ◆ Provide literature ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 2</i></p> <p style="text-align: center;">Uses a variety of strategies to solve problems</p>
Cognitive Development	Create and use alternative strategies independently to solve problems	<ul style="list-style-type: none"> ◆ Provide a wide variety of materials/settings and situations ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities ◆ Provide literature 	<p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 2</i></p> <p style="text-align: center;">Uses a variety of strategies to solve problems</p>

<p>Content Standard Logical-Mathematical/Scientific Thinking <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.</i></p>			
<p>(#3) Performance Standard: Student will <i>Sort objects by one or more attribute and regroup the objects based on a new attribute.</i></p>			
<p>PreK-12 Expectations for Student Learning <i>Student will demonstrate the ability to think, reason, question and remember.</i></p>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	<p>Sorts objects</p> <p>Uses inconsistent sorting strategies</p>	<ul style="list-style-type: none"> ◆ Model ◆ Provide a variety of materials/settings ◆ Provide visual cue(s) to organize the environment ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework: Cognitive 3 Sorts objects</i></p>
Cognitive Development	<p>Sort on the basis of one attribute such as color, size, or shape to completion with adult support</p>	<ul style="list-style-type: none"> ◆ Model ◆ Provide materials/settings and opportunities to practice ◆ Organize the environment ◆ Provide visual models ◆ Provide verbalization models/ opportunities ◆ Provide modifications for students with varying abilities 	<p><i>Preschool Assessment Framework: Cognitive 3 Sorts objects</i></p>

(Cognitive Development Performance Standard #3 cont. next page)

<p>Cognitive Development</p>	<p>Sort independently on the basis of one attribute and verbalize reason for sorting objects</p> <p>Names basic colors and shapes</p> <ul style="list-style-type: none"> • Colors: white, black, brown, purple, green, blue, red, yellow, orange, pink, gray <p>Shapes: square, rectangle, triangle, circle</p>	<ul style="list-style-type: none"> ◆ Provide a wide materials/settings and opportunities to practice ◆ Organize the environment ◆ Provide modifications for students with varying abilities ◆ Use positive reinforcement ◆ Use variety of student groupings 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Cognitive 3 Sorts objects</p>
<p>Cognitive Development</p>	<p>Sort objects by one attribute such as color, size, shape, function and resort by another</p>	<ul style="list-style-type: none"> ◆ Prompt ◆ Provide a wide materials/settings and opportunities to practice ◆ Organize the environment ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p><i>Preschool Assessment Framework:</i> Cognitive 3 Sorts objects</p>

(Cognitive Development Performance Standard #3)

<p align="center">Content Standard Logical-Mathematical/Scientific Thinking <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.</i></p>			
<p align="center">(#4) Performance Standard: Student will <i>Recognize, duplicate, extend or create patterns.</i></p>			
<p align="center">PreK-12 Expectations for Student Learning <i>Student will demonstrate the ability to think, reason, question and remember.</i></p>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Notice similarities and differences in items in a series	<ul style="list-style-type: none"> ◆ Provide a wide variety of materials/settings ◆ Model comparative language such as (greater than, less than, bigger, smaller and same as) ◆ Prompt ◆ Use literature ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i> Cognitive 4 Recognizes, duplicates, and creates patterns</p>
Cognitive Development	Copy and/or repeat simple patterns Sample: Color: red/ blue/ red/ blue Shape: Circle/ Square/ Circle/ Square Object: Boy/ Girl/ Boy/ Girl Auditory: Pat/ Clap/ Pat/Clap	<ul style="list-style-type: none"> ◆ Provide visual and auditory models ◆ Provide a wide variety of materials/settings ◆ Prompt ◆ Use peer models ◆ Provides opportunities for peer discussion ◆ Use literature ◆ Use positive reinforcement 	<p align="center"><i>Preschool Assessment Framework:</i> Cognitive 4 Recognizes, duplicates, and creates patterns</p>

		<ul style="list-style-type: none"> ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 4</i> Recognizes, duplicates, and creates patterns</p>
Cognitive Development	<p>Create and extend simple patterns</p>	<ul style="list-style-type: none"> ◆ Model ◆ Provide a wide variety of materials/settings ◆ Prompt ◆ Use peer models ◆ Provide opportunities for peer discussion ◆ Use literature ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 4</i> Recognizes, duplicates, and creates patterns</p>
Cognitive Development	<p>Create and extend complex patterns</p> <p>Sample: Red/ Blue/ Blue/ Red/ Blue/ Blue</p> <p>Red/ Blue/ Green/ Red/ Blue/ Green</p>	<ul style="list-style-type: none"> ◆ Model ◆ Provide a wide variety of materials/settings ◆ Prompt ◆ Use peer models ◆ Use literature ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 4</i> Recognizes, duplicates, and creates patterns</p>

<p align="center">Content Standard Logical-Mathematical/Scientific Thinking <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.</i></p>			
<p align="center">(#5) Performance Standard: Student will <i>Compare/contrast and order objects and events.</i></p>			
<p align="center">PreK-12 Expectations for Student Learning <i>Student will demonstrate the ability to think, reason, question and remember.</i></p>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Notice similarities and differences in objects such as size, color, and shape	<ul style="list-style-type: none"> ◆ Provide appropriate materials/settings ◆ Model ◆ Make connections to learner’s environment ◆ Use games, music and movement activities ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework: Cognitive 5</i> Compares and orders objects and events</p>
Cognitive Development	Make simple comparisons of several objects on the basis of one attribute.	<ul style="list-style-type: none"> ◆ Provide a wide variety of appropriate/ familiar materials/settings ◆ Model ◆ Use games, music and movement activities ◆ Use positive reinforcement ◆ Use variety of student groupings 	<p align="center"><i>Preschool Assessment Framework: Cognitive 5</i> Compares and orders objects and events</p>

<p>Cognitive Development</p>	<p>Make simple comparisons by arranging objects/events in a sequence.</p>	<ul style="list-style-type: none"> ◆ Provide appropriate/familiar materials/settings, such as objects of graduated order ◆ Model ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities ◆ Use related literature ◆ Use photos ◆ Use variety of student groupings 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Cognitive 5 Compares and orders objects and events</p>
<p>Cognitive Development</p>	<p>Understand and verbally make comparisons (i.e., using same/different, opposite words in terms of size – long/short, tall/short, wide/narrow, thick/thin, big/small)</p>	<ul style="list-style-type: none"> ◆ Provide appropriate materials/settings ◆ Model ◆ Provide opportunities for peer discussion ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities ◆ Use related literature 	<p><i>Preschool Assessment Framework:</i> Cognitive 5 Compares and orders objects and events</p>
<p>Cognitive Development</p>	<p>Compare and order based on non-visible attributes such as time, weight.</p> <p>Sample: Yesterday, Today, Tomorrow</p> <p>Heavy, Heavier, Heaviest</p>	<ul style="list-style-type: none"> ◆ Provide a wide appropriate materials/settings ◆ Model ◆ Use positive reinforcement ◆ Use related literature ◆ Provide modifications for students with varying 	<p><i>Preschool Assessment Framework:</i> Cognitive 5 Compares and orders objects and events</p>

(Cognitive Development Performance Standard #5)

Content Standard			
Logical-Mathematical/Scientific Thinking			
<i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.</i>			
(#6) Performance Standard: Student will			
<i>Relate numerals to quantity.</i>			
PreK-12 Expectations for Student Learning			
<i>Student will demonstrate the ability to think, reason, question and remember.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	<p>Use number related vocabulary</p> <p>Sample: One, Two, Three... First, Second, Third...</p>	<ul style="list-style-type: none"> ◆ Provide appropriate materials/settings ◆ Model ◆ Use fingerplays ◆ Use songs ◆ Use number related literature ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Cognitive 6 Relates numerals to quantity</p>
Cognitive Development	<p>Count by rote to ten and use number related vocabulary with increased accuracy</p>	<ul style="list-style-type: none"> ◆ Provide appropriate materials/settings ◆ Model ◆ Use fingerplays ◆ Use songs ◆ Use number related literature ◆ Provide modifications for students with varying abilities 	<p><i>Preschool Assessment Framework:</i> Cognitive 6 Relates numerals to quantity</p>

<p>Cognitive Development</p>	<p>Counts five to ten items, matching number to items correctly</p>	<ul style="list-style-type: none"> ◆ Provide appropriate materials/settings, such as number charts, calendar ◆ Model ◆ Use fingerplays ◆ Use songs ◆ Use number related literature ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Cognitive 6</p> <p>Relates numerals to quantity</p>
<p>Cognitive Development</p>	<p>Counts 5-10 objects with 1-to-1 correspondence</p>	<ul style="list-style-type: none"> ◆ Provide appropriate materials/settings ◆ Model ◆ Use related literature ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p><i>Preschool Assessment Framework:</i> Cognitive 6</p> <p>Relates numerals to quantity</p>
<p>Cognitive Development</p>	<p>Count 10-20 items with one to one correspondence</p>	<ul style="list-style-type: none"> ◆ Provide appropriate materials/settings, such as number charts, calendar ◆ Model ◆ Use fingerplays ◆ Use songs ◆ Use number related literature ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p><i>Preschool Assessment Framework:</i> Cognitive 6</p> <p>Relates numerals to quantity</p>

Cognitive Development Logical – Mathematical/Scientific Thinking <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes.</i>			
(#6b) Performance Standard: Student will <i>Estimate and verify the number of objects (using small numbers).</i>			
PreK-12 Expectations for Student Learning <i>Student will demonstrate the ability to think, reason, question and remember.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Compare by observations and verbalize quantities such as same, more, less, little more, a lot more, a little less and a lot less in a context	<ul style="list-style-type: none"> ◆ Demonstrate with manipulatives ◆ Use literature ◆ Provide opportunities to create and compare quantities ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	Observation Anecdotal notes Data Collection

(Cognitive Development Performance Standard #6b cont. next page)

<p align="center">Cognitive Development Logical – Mathematical/Scientific Thinking <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes.</i></p>			
<p align="center">(#7) Performance Standard: Student will <i>Demonstrate spatial awareness.</i></p>			
<p align="center">PreK-12 Expectations for Student Learning <i>Student will use language to communicate, convey and interpret meaning.</i></p>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Show an understanding of basic positional words (e.g., in, on, out, etc.)	<ul style="list-style-type: none"> ◆ Model ◆ Provide concrete materials to demonstrate concepts ◆ Use positive reinforcement ◆ Provide opportunities/activities to practice skill ◆ Use literature to reinforce spatial concepts ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i> Cognitive 7 Demonstrates spatial awareness</p>
Cognitive Development	Understand and use several positional words	<ul style="list-style-type: none"> ◆ Model ◆ Provide concrete materials/settings to demonstrate concepts ◆ Use positive reinforcement ◆ Provide opportunities to practice skill 	<p align="center"><i>Preschool Assessment Framework:</i> Cognitive 7 Demonstrates spatial awareness</p>

		<ul style="list-style-type: none"> ◆ Use literature to reinforce spatial concepts ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 7</i> Demonstrates spatial awareness</p>
Cognitive Development	Understand and use more complex positional words and represent position in work (e.g., over, under, behind, next to, forward, back, between, above, below, beside, etc.)	<ul style="list-style-type: none"> ◆ Model ◆ Provide concrete materials to demonstrate concepts ◆ Use positive reinforcement ◆ Provide opportunities/activities to practice skill ◆ Use literature to reinforce spatial concepts ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 7</i> Demonstrates spatial awareness</p>

(Cognitive Development Performance Standard #7 cont. next page)

<p>Cognitive Development</p>	<p>Demonstrate understanding of positional words that differ depending on perspective</p>	<ul style="list-style-type: none"> ◆ Provide opportunities and materials to demonstrate understanding of complex positional words ◆ Use positive reinforcement ◆ Use literature to reinforce complex spatial concepts ◆ Verbally recognize and identify appropriate use of complex spatial concepts (e.g. “Good, you built the dog house larger than your dog!”) ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Cognitive 7 Demonstrates spatial awareness</p>
-------------------------------------	--	---	--

(Cognitive Development Performance Standard #7)

Cognitive Development Logical – Mathematical/Scientific Thinking <i>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes.</i>			
(#7b) Performance Standard: Students will <i>Use common instruments to measure things.</i>			
PreK-12 Expectations for Student Learning <i>Student will demonstrate the ability to think, reason, question and remember.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Understand the concept of linear measurement	<ul style="list-style-type: none"> ◆ Model appropriate vocabulary and use of standard and non-standard measurement materials/settings (paperclips, Unifix cubes, blocks, and hands) ◆ Provide and demonstrate opportunities for measurement (e.g., graph height of individual students) ◆ Use literature, photos and actual objects to demonstrate measurement concept ◆ Use positive reinforcement ◆ Provide modifications for students with varying abilities ◆ Use variety of student groupings 	Observation Anecdotal notes Data Collection

(Cognitive Development Performance Standard #7b cont. next page)

<p>Cognitive Development</p>	<p>Use a variety of instruments to measure weight, volume, height, distance and temperature</p>	<ul style="list-style-type: none"> ◆ Model appropriate vocabulary and use of measurement materials/settings ◆ Provide a wide variety of instruments and opportunities for measurement (e.g., scale, ruler, measuring cups, spoons, etc.) ◆ Provide modifications for students with varying abilities ◆ Use positive reinforcement ◆ Use variety of student groupings 	<p>Observation Anecdotal notes Data Collection</p>
-------------------------------------	--	--	---

(Cognitive Development Performance Standard #7b)

**Content Standard
Language and Literacy**

Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking.

**(#10) Performance Standard: Student will
Demonstrate understanding of basic vocabulary.**

PreK-12 Expectations for Student Learning
Student will communicate effectively in a variety of methods.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Demonstrate understanding of basic conversational vocabulary	<ul style="list-style-type: none"> ◆ Expose to oral language throughout the day ◆ Use read alouds, songs, fingerplays and chants ◆ Use shared reading ◆ Teach vocabulary within meaningful contexts ◆ Regularly introduce and review vocabulary ◆ Ongoing opportunities for conversations ◆ Repeat and extend children’s language ◆ Ask open-ended questions ◆ Facilitate conversations between children 	<p align="center">Observation Anecdotal notes Data Collection</p>

(Cognitive Development Performance Standard #10)

**Content Standard
Language and Literacy**

Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking.

(#11) Performance Standard: Student will

Use multiple word sentences or phrases to describe ideas, feelings and actions.

PreK-12 Expectations for Student Learning

Student will use language to communicate, convey and interpret meaning.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Use short, simple phrases or sentences	<ul style="list-style-type: none"> ◆ Model ◆ Use props, materials, stories, and experiences to stimulate conversation ◆ Prompt by providing a sentence starter ◆ Use positive reinforcement 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework: Cognitive 8</i></p> <p align="center">Uses complex sentences and vocabulary to describe ideas and experiences</p>
Cognitive Development	Use a sentence of five or more words to express a thought	<ul style="list-style-type: none"> ◆ Model ◆ Use props, materials, stories, and experiences to stimulate conversation ◆ Prompt by providing a sentence starter ◆ Repeat and extend student's language ◆ Use positive reinforcement 	<p align="center"><i>Preschool Assessment Framework: Cognitive 8</i></p> <p align="center">Uses complex sentences and vocabulary to describe ideas and experiences</p>

(Cognitive Development Performance Standard #11 cont. next page)

<p>Cognitive Development</p>	<p>Speak for a variety of other purposes (e.g., retell stories, make up stories, ask questions, get information and ask for assistance)</p>	<ul style="list-style-type: none"> ◆ Model ◆ Use props, materials, stories, and experiences to stimulate conversation ◆ Prompt by providing a sentence starter ◆ Repeat and extend student’s language ◆ “Show and Tell”, “Star of the Week”, “All About Me” ◆ Ask open-ended questions ◆ Insist that students use language to communicate their needs throughout the day ◆ Use positive reinforcement 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i></p> <p>Cognitive 8</p> <p>Uses complex sentences and vocabulary to describe ideas and experiences</p>
-------------------------------------	--	---	---

(Cognitive Development Performance Standard #11)

Content Standard			
Language and Literacy			
<i>Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking.</i>			
(#12) Performance Standard: Student will			
<i>Understand and participate in conversations.</i>			
PreK-12 Expectations for Student Learning			
<i>Student will use language to communicate, convey and interpret meaning.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Understand and make verbal response to comments	<ul style="list-style-type: none"> ◆ Model how to acknowledge comments of others using appropriate language ◆ Model how to respond to comments from students and adults ◆ Facilitate responses of students by questioning further ◆ Provide opportunities for students to engage in conversation ◆ Use positive reinforcement to encourage use of oral language 	CONNECTICUT STATE DEPARTMENT OF EDUCATION <i>Preschool Assessment Framework:</i> Cognitive 9 Understands and participates in conversations

(Cognitive Development Performance Standard #12 cont. next page)

<p>Cognitive Development</p>	<p>Understand and participate in short conversational exchanges</p>	<ul style="list-style-type: none"> ◆ Provide opportunities for conversational exchanges in all centers, indoors and out, throughout the day ◆ Facilitate turn-taking in conversation over two turns ◆ Facilitate question-answer exchange between students ◆ Model appropriate conversational exchanges with another adult ◆ Facilitate conversations among and between students and adults, encouraging students to expand length of utterance 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i></p> <p>Cognitive 9</p> <p>Understands and participates in conversations</p>
-------------------------------------	--	--	---

(Cognitive Development Performance Standard #12 cont. next page)

<p>Cognitive Development</p>	<p>Understand and participate in an extended conversational exchange</p>	<ul style="list-style-type: none"> ◆ Provide opportunities for conversational exchanges in all centers, indoors and out, throughout the day ◆ Facilitate turn-taking in conversation over more than two turns ◆ Facilitate question-answer exchange between students ◆ Model appropriate conversational exchanges with another adult ◆ Facilitate conversations among and between students and adults, expanding length of utterance ◆ Ask open-ended questions: <ul style="list-style-type: none"> - I wonder - What if - Tell me about - Tell me what happened - What do you think? - Why do you think so? - How did that happen? - What do you suppose would happen if...? 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 9</i></p> <p style="text-align: center;">Understands and participates in conversations</p>
-------------------------------------	---	--	---

(Cognitive Development Performance Standard #12 cont. next page)

<p>Cognitive Development</p>	<p>Understand and participate in an extended conversational exchange about past and future events or experiences</p>	<ul style="list-style-type: none"> ◆ Provide opportunities for conversational exchanges in all centers, indoors and out, throughout the day ◆ Facilitate turn-taking in conversation over more than two turns ◆ Facilitate question-answer exchange between students ◆ Model appropriate conversational exchanges with another adult ◆ Facilitate conversations among and between students and adults, expanding length of utterance ◆ Ask open-ended questions: <ul style="list-style-type: none"> - I wonder - What if - Tell me about - Tell me what happened - What do you think? - Why do you think so? - How did that happen? - What do you suppose would happen if...? ◆ Use photos of past events to stimulate memory ◆ Provide opportunities to talk about upcoming events and activities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 9</i></p> <p style="text-align: center;">Understands and participates in conversations</p>
-------------------------------------	---	---	---

**Content Standard
Language and Literacy**

Preschool programs will provide opportunities to exhibit interest in reading.

(#13) Performance Standard: Student will
Show interest in reading-related activities.

PreK-12 Expectations for Student Learning

Students will demonstrate the knowledge, skill and disposition for emerging literacy.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Choose to read a book	<ul style="list-style-type: none"> ◆ Model choosing and reading books ◆ Provide books and reading opportunities throughout the day and in multiple centers ◆ Provide a variety of age-appropriate and interesting books (i.e., fiction, nonfiction, fairy tales, nursery rhymes, poetry, folk tales) ◆ Lap read with students ◆ Provide a classroom lending library ◆ Make classroom books with students' photos to attract their interest ◆ Provide simple repetitive pattern books that students can "read" independently ◆ Use positive reinforcement to encourage interest in books 	<p align="center"> Observation Anecdotal notes Data Collection </p>

<p>Cognitive Development</p>	<p>Engage in reading-related activities</p>	<ul style="list-style-type: none"> ◆ Model reading books to students and self ◆ Provide exposure to environmental print and opportunities to interact with it ◆ Provide a variety of age-appropriate and interesting books (i.e., fiction, nonfiction, fairy tales, nursery rhymes, poetry, folk tales) ◆ Provide a classroom lending library ◆ Make classroom books with students' photos to attract their interest ◆ Provide books on tape, flannel board stories, puppets, storybook character dolls and stuffed animals, and storybook software ◆ Provide opportunities to develop home libraries ◆ Act out simple stories ◆ Invite librarians, storytellers, parents, and guest visitors to read ◆ Encourage students to share books from home ◆ Use positive reinforcement to encourage reading 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework: Cognitive 10</i></p> <p style="text-align: center;">Shows understanding of stories</p>
-------------------------------------	--	---	---

(Cognitive Development Performance Standard #13)

Content Standard			
Language and Literacy			
<i>Preschool programs will provide opportunities to exhibit interest in reading.</i>			
(#14) Performance Standard: Student will			
<i>Attend to a story.</i>			
PreK-12 Expectations for Student Learning			
<i>Students will demonstrate the knowledge, skill and disposition for emerging literacy.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Listen with interest to a story told by an adult or another student	<ul style="list-style-type: none"> ◆ Model listening to a story ◆ Provide opportunities to listen to a variety of stories throughout the day ◆ Encourage parents to read/ model books at home ◆ Provide a variety of age-appropriate and interesting books (i.e., fiction, nonfiction, fairy tales, nursery rhymes, poetry, folk tales) ◆ Model reading with expression ◆ Role-play stories ◆ Use visual prompts (story pictures) and manipulative prompts 	Observation Anecdotal notes Data Collection

(Cognitive Development Performance Standard #14)

**Content Standard
Language and Literacy**

Preschool programs will provide opportunities to exhibit interest in reading.

(#15) Performance Standard: Student will
Display knowledge of books and print.

PreK-12 Expectations for Student Learning

Students will demonstrate the knowledge, skill and disposition for emerging literacy.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Hold books, turn pages properly, and scan pages top to bottom and left to right	<ul style="list-style-type: none"> ◆ Model book handling and reading ◆ Provide opportunities to handle books throughout the day ◆ Prompt for and model appropriate book handling ◆ Use big books and pointer to follow text while reading. ◆ Lap read and point to words as you read. ◆ Allow student(s) to turn the pages. ◆ Encourage parents to read/ model books at home ◆ Use positive reinforcement to encourage appropriate book handling ◆ Invite librarians, storytellers, parents, and guest visitors to read 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i> Cognitive 11 Displays knowledge of books and print</p>

		<ul style="list-style-type: none"> ◆ Read stories in a variety of groupings - one-on-one, small groups, large groups ◆ Use positive reinforcement to encourage interest in stories 	
Cognitive Development	Knows that a book tells a story	<ul style="list-style-type: none"> ◆ Introduce title and cover pictures and connect to story ◆ Tap prior knowledge about story topic ◆ Model appropriate predictions ◆ Retell the story from the pictures ◆ Use wordless books to tell a story ◆ Use wordless books to have the students tell a story ◆ Retell the story (focusing on characters, problem, events, resolution, and picture support) ◆ Ask questions about the story ◆ Elicit responses to pictures ◆ Encourage parents to read books at home 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 11 Displays knowledge of books and print</p>

<p>Cognitive Development</p>	<p>Understand that the printed words convey a story</p>	<ul style="list-style-type: none"> ◆ Model and provide opportunities for students to point and match text ◆ Model and provide opportunities for students to follow left-to-right and top-to-bottom progression on a page ◆ Create and maintain a print rich classroom environment ◆ Read aloud frequently from charts, poems, songs, books, and environmental print ◆ Create a word wall and have students add to it ◆ Encourage parents to read books at home ◆ Provide reading materials for home use 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 11 Displays knowledge of books and print</p>
-------------------------------------	--	---	--

(Cognitive Development Performance Standard #15)

Content Standard			
Language and Literacy			
<i>Preschool programs will provide children with opportunities to listen with understanding to directions, conversations and stories.</i>			
(#16) Performance Standard: Student will			
<i>Show understanding of stories.</i>			
PreK-12 Expectations for Student Learning			
<i>Students will demonstrate the knowledge, skill and disposition for emerging literacy.</i>			
TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Make connections between story and own experiences or feelings	<ul style="list-style-type: none"> ◆ Use expressive facial expression, varying tones of voice, and varying character voices while reading to students to make connections ◆ Model connections between story and your personal experiences ◆ Ask questions about students' related experiences to the story 	CONNECTICUT STATE DEPARTMENT OF EDUCATION <i>Preschool Assessment Framework:</i> Cognitive 10 Shows understanding of stories
Cognitive Development	Understand several aspects of story	<ul style="list-style-type: none"> ◆ Model and discuss characters, story sequence, and story events ◆ Model retelling of story ◆ Have students retell story ◆ Use character puppets, flannel boards, and props to retell story ◆ Do simple story sequencing with pictures 	<i>Preschool Assessment Framework:</i> Cognitive 10 Shows understanding of stories

(Cognitive Development Performance Standard #16 cont. next page)

<p>Cognitive Development</p>	<p>Demonstrate clear understanding of the main characters and the sequence of events in story</p>	<ul style="list-style-type: none"> ◆ Ask questions about characters and sequence of events and how they are connected ◆ Ask who, what, when, how and why questions ◆ Model and discuss characters, story sequence and story events ◆ Retell story using flannel boards, character puppets and props in a variety of centers using a variety of group sizes ◆ Have students re-enact stories to demonstrate understanding ◆ Use a variety of visual and auditory prompts to draw conclusions ◆ Elicit student responses to similar stories or their own experiences ◆ Provide opportunities for peer to peer discussions about stories 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework: Cognitive 10</i></p> <p>Shows understanding of stories</p>
-------------------------------------	--	---	---

<p>Cognitive Development</p>	<p>Retell basic story (1-2 characters and 2-3 events)</p>	<ul style="list-style-type: none"> ◆ Model retelling of basic stories ◆ Provide opportunities for students to re-enact stories using flannel boards, props and character puppets ◆ Provide props and art materials in various centers ◆ Provide opportunities to practice retelling using sequence (beginning, middle and end) cards ◆ Prompt with who, what, when, where, why and how questions to elicit retelling 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Cognitive 10 Shows understanding of stories</p>
-------------------------------------	--	--	---

(Cognitive Development Performance Standard #16)

Content Standard

Language and Literacy

Preschool programs will provide children with opportunities to exhibit interest in pre-reading skills

(#17) Performance Standard: Student will

Recognize similar sounds in speech.

PreK-12 Expectations for Student Learning

Students will demonstrate the knowledge, skill and disposition for emerging literacy.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Identify common environmental sounds	<ul style="list-style-type: none"> ◆ Provide opportunities to listen to a variety of environmental sounds including nature, music, city sounds and students' voices ◆ Provide opportunities for students to compare and contrast sounds using props such as "sound cans" (small cans with a variety of objects such as beans, beads, marbles) ◆ Facilitate discrimination of a variety of environmental sounds using materials such as "sound lotto" 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i> Cognitive 12 Recognizes similar sounds in speech</p>
Cognitive Development	Notice rhymes and/or similar beginning sounds	<ul style="list-style-type: none"> ◆ Model, discuss rhymes and similar beginning sounds throughout the day in a variety of groupings ◆ Reinforce initial sounds using students' names 	<p align="center"><i>Preschool Assessment Framework:</i> Cognitive 12 Recognizes similar sounds in speech</p>

		<ul style="list-style-type: none"> ◆ Provide opportunities and experiences to hear rhymes and similar beginning sounds through poems, books, chants, fingerplays and songs ◆ Use music and movement to reinforce rhyming and similar beginning sound patterns 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 12 Recognizes similar sounds in speech</p>
Cognitive Development	Generate rhymes and/or similar beginning sounds spontaneously	<ul style="list-style-type: none"> ◆ Model and discuss rhymes and similar beginning sounds throughout the day in a variety of groupings ◆ Provide opportunities and experiences to hear rhymes and similar beginning sounds through poems, books, chants, fingerplays and songs ◆ Use music and movement to reinforce rhyming and similar beginning sound patterns ◆ Reinforce initial sounds using students' names ◆ Use rhyming games to allow students to create rhymes and play with language ◆ Provide opportunities for parents to reinforce rhymes 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 12 Recognizes similar sounds in speech</p>

<p>Cognitive Development</p>	<p>Identify words with similar sounds when asked and match some sounds to letters</p>	<ul style="list-style-type: none"> ◆ Model similar sounds for students and point out their similarity ◆ Use games, activities, music, and movement to practice recognizing and producing similar sounds ◆ Use auditory and visual prompts to assist students in making the connection between sounds and letters ◆ Provide daily opportunities (e.g., interactive writing) to reinforce sound-letter recognition ◆ Provide parents with a variety of games and activities to reinforce letter identification 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 12 Recognizes similar sounds in speech</p>
-------------------------------------	--	--	--

(Cognitive Development Performance Standard #17)

**Content Standard
Language and Literacy**

Preschool programs will provide children with opportunities to exhibit interest in pre-reading skills.

**(#18) Performance Standard: Student will
Identify letters.**

PreK-12 Expectations for Student Learning

Students will demonstrate the knowledge, skill and disposition for emerging literacy.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Match letters	<ul style="list-style-type: none"> ◆ Model letter matching ◆ Provide daily opportunities for letter matching ◆ Use puzzles, magnetic letters, letter matching games, and activities to practice matching letters ◆ Provide parents with a variety of games and activities to reinforce letter matching 	<p align="center"> Observation Anecdotal notes Data Collection </p>
Cognitive Development	Point to letters	<ul style="list-style-type: none"> ◆ Model pointing to letters ◆ Use music and movement, games, and activities to practice identifying letters ◆ Take advantage of teachable moments throughout the day to talk about letter names ◆ Provide parents with a variety of games and activities to reinforce letter identification 	<p align="center"> Observation Anecdotal notes Data Collection </p>

<p>Cognitive Development</p>	<p>Identify letters in first name</p>	<ul style="list-style-type: none"> ◆ Take advantage of teachable moments throughout the day to talk about the letters in students' names. ◆ Have students' name and/or photo on cards. Use for job charts and discussions about letters in students' names. ◆ Label cubbies, placemats, folders, photos, and bulletin boards with students' names. ◆ Use magnetic letters to talk about the letters in students' names. ◆ Provide parents with a variety of games and activities to reinforce letter identification 	<p>Observation Anecdotal notes Data Collection</p>
<p>Cognitive Development</p>	<p>Identify some upper and/or lower case letters</p>	<ul style="list-style-type: none"> ◆ Take advantage of teachable moments throughout the day to talk about upper and lower case letters. ◆ Have students' name and/or photo on cards. Use for job charts and discussions about upper and lower case letters. ◆ Label cubbies, placemats, folders, photos, and bulletin boards with 	<p>Observation Anecdotal notes Data Collection</p>

		<p>students' names, using upper and lower case letters.</p> <ul style="list-style-type: none"> ◆ Use magnetic letters to talk about the upper and lower case letters. ◆ Read commercial and class-made alphabet books, and have alphabet books available to children. ◆ Provide parents with a variety of games and activities to reinforce upper and lower case letters. 	
--	--	--	--

(Cognitive Development Performance Standard #18)

**Content Standard
Language and Literacy**

Preschool programs will provide children with opportunities to exhibit interest in pre-reading skills.

**(#19) Performance Standard: Student will
Identify printed words.**

PreK-12 Expectations for Student Learning

Students will demonstrate the knowledge, skill and disposition for emerging literacy.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Recognizes visual symbols in the environment	<ul style="list-style-type: none"> ◆ Take advantage of teachable moments throughout the day to talk about visual symbols in the environment. ◆ Use visual symbols on a recipe that students will follow in a cooking activity. ◆ Use picture and word schedules to depict the daily routine. ◆ Label the environment with both pictures and words. ◆ Teach parents to take advantage of teachable moments to recognize visual symbols in the environment. 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework: Cognitive 13 Identifies printed words</i></p>

<p>Cognitive Development</p>	<p>Identifies some printed words in the context of the environment.</p>	<ul style="list-style-type: none"> ◆ Take advantage of teachable moments throughout the day to talk about printed words in the environment. ◆ Use printed words and pictures on a recipe that students will follow in a cooking activity. ◆ Use picture and word schedules to depict the daily routine. ◆ Label the environment with both pictures and words. ◆ Make a class book of readable environmental print, such as food and household product labels. ◆ Provide materials in the environment (e.g., telephone book, menu, newspapers, magazines) ◆ Teach parents to take advantage of teachable moments to recognize printed words in the context of the environment. 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 13 Identifies printed words</p>
-------------------------------------	--	---	---

<p>Cognitive Development</p>	<p>Identifies some familiar printed words (i.e., student's name)</p>	<ul style="list-style-type: none"> ◆ Take advantage of teachable moments throughout the day to talk about familiar printed words. ◆ Have students' names on cards. Capitalize the first letter only such as Bob. ◆ Use familiar printed words and pictures on a recipe that students will follow in a cooking activity. ◆ Label the environment with words. ◆ Make a class book of readable environmental print, such as food and household product labels. ◆ Provide season, color, and number words on cards in the writing center. ◆ Provide materials in the environment (e.g., telephone book, menu, newspapers, magazines) ◆ Teach parents to take advantage of teachable moments to recognize familiar printed words in the context of the environment. 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 13 Identifies printed words</p>
-------------------------------------	---	--	---

<p>Cognitive Development</p>	<p>Uses knowledge of sounds and letters to identify words in print</p>	<ul style="list-style-type: none"> ◆ Take advantage of teachable moments throughout the day to identify words in print by sounding them out. ◆ Have students use highlighting tape to identify words in print. ◆ Use literature and experience charts to incorporate content specific words in print. For ex., pig, cow, and barn when studying the farm. ◆ Teach parents to take advantage of teachable moments to identify words in print. 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 13 Identifies printed words</p>
-------------------------------------	---	--	---

(Cognitive Development Performance Standard #19)

Content Standard

Language and Literacy

Preschool programs will provide children with opportunities to use different forms of writing.

(#20) Performance Standard: Student will

Use writing to convey meaning.

PreK-12 Expectations for Student Learning

Students will demonstrate the knowledge, skill and disposition for pre-writing skills.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Cognitive Development	Use drawing to express thoughts, feelings and ideas	<ul style="list-style-type: none"> ◆ Model drawing/writing for students. ◆ Provide a variety of opportunities for students to draw and dictate their thoughts for adults to record. ◆ Provide opportunities for students to represent their world through writing. ◆ Share students' work with each other. ◆ Teach parents to use these same strategies at home. 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i> Cognitive 14 Uses writing to convey meaning</p>
Cognitive Development	Use writing tools to make scribbles	<ul style="list-style-type: none"> ◆ Model the use of writing tools ◆ Provide writing tools and materials throughout the environment ◆ Provide a writing center ◆ Provide a variety of opportunities for students to write throughout the day. 	<p align="center"><i>Preschool Assessment Framework:</i> Cognitive 14 Uses writing to convey meaning</p>

		<ul style="list-style-type: none"> ◆ Share students' work with each other. ◆ Teach parents to use these same strategies at home. 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 14 Uses writing to convey meaning</p>
Cognitive Development	Write messages using scribbles	<ul style="list-style-type: none"> ◆ Model writing for students using scribbles. ◆ Provide a variety of opportunities for students to draw and dictate their thoughts for adults to record. ◆ Provide opportunities for students to represent their world through writing. ◆ Share student' work with each other. ◆ Teach parents to use these same strategies at home. 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 14 Uses writing to convey meaning</p>

(Cognitive Development Performance Standard #20 cont. next page)

<p>Cognitive Development</p>	<p>Write messages using letter like shapes and some conventional letters</p>	<ul style="list-style-type: none"> ◆ Model writing for students using conventional letters. ◆ Provide a variety of opportunities for students to draw and write their thoughts about their drawings. ◆ Provide opportunities for students to represent their world through writing. ◆ Share students’ work with each other. ◆ Teach parents to use these same strategies at home. 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Cognitive 14 Uses writing to convey meaning</p>
<p>Cognitive Development</p>	<p>Write messages using several conventional words, including own name</p>	<ul style="list-style-type: none"> ◆ Model writing for students using conventional letters. ◆ Provide name cards for students to practice copying their name. ◆ Have students write their name on their writings and drawings. ◆ Have students “sign-in” on a daily attendance sheet, lending library, or to use the computer. ◆ Provide a variety of opportunities for students to draw and write their thoughts about their drawings. 	<p><i>Preschool Assessment Framework:</i> Cognitive 14 Uses writing to convey meaning</p>

		<ul style="list-style-type: none"> ◆ Provide opportunities for students to represent their world through writing. ◆ Provide daily opportunities for interactive writing throughout the content areas. ◆ Share students' work with each other. ◆ Teach parents to use these same strategies at home 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Cognitive 14 Uses writing to convey meaning</p>
--	--	--	--

(Cognitive Development Performance Standard #20)

CREATIVE EXPRESSION

**Content Standard
Creative Expression**

Preschool programs will provide children with opportunities to create works that express or represent experiences, ideas, feelings and fantasy using various media.

(#1) Performance Standard: Student will
Build and construct to represent own ideas.

PreK-12 Expectations for Student Learning

Student will use a variety of art forms for creative expression and representation.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Creative Development	Explores with sensory and building materials in a repetitive manner	<ul style="list-style-type: none"> ◆ Provide appropriate sensory and building materials (e.g., sand, water, variety of blocks, manipulatives, art materials) ◆ Model ◆ Provide modifications for students with varying abilities 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework:</i> Creative 1 Builds and constructs to represent own ideas</p>
	Use sensory and building materials with purpose	<ul style="list-style-type: none"> ◆ Provide appropriate sensory and building materials with props/ accessories (e.g., boxes, manipulatives, vehicles, people, pails, funnels) ◆ Model ◆ Provide appropriate literature and visual prompts ◆ Provide modifications for students 	<p align="center"><i>Preschool Assessment Framework:</i> Creative 1 Builds and constructs to represent own ideas</p>

<p>Creative Development</p>	<p>Create simple constructions to represent own ideas</p>	<ul style="list-style-type: none"> ◆ Provide appropriate sensory and building materials with props/ accessories (e.g., boxes, manipulatives, vehicles, people, pails, funnels) ◆ Model ◆ Label or record student verbal explanation of what he/she constructs ◆ Provide opportunities to explore a topic in depth ◆ Prompt student to construct representations with intention ◆ Use Plan/Do/Review strategy ◆ Prompt student to verbalize what he/she constructs and represents ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Creative 1 Builds and constructs to represent own ideas</p>
------------------------------------	--	--	---

(Creative Expression Performance Standard #1 cont. next page)

<p>Creative Development</p>	<p>Create and elaborate constructions to represent own ideas</p>	<ul style="list-style-type: none"> ◆ Provide a wide variety of appropriate sensory and building materials with props/accessories (e.g., manipulatives, boxes, vehicles, people, pails, funnels) ◆ Model ◆ Assist student in making connections between text and constructions, and experiences and constructions ◆ Prompt student to elaborate on simple constructions ◆ Use Plan/Do/Review strategy ◆ Prompt student to verbalize what he/she constructs and represents ◆ Provide opportunities for sharing, saving and/or continuation of the project over time ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Creative 1 Builds and constructs to represent own ideas</p>
------------------------------------	---	---	---

**Content Standard
Creative expression**

Preschool programs will provide children with opportunities to exhibit curiosity about and explore how materials function and affect the senses.

(#2) Performance Standard: Students will
Draw and paint to represent own ideas.

PreK-12 Expectations for Student Learning
Student will use a variety of art forms for creative expression and representation.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
<p align="center">Creative Development</p>	<p>Draws and paints, experimenting with line, shape and color</p>	<ul style="list-style-type: none"> ◆ Provide a variety of mediums and materials for drawing and painting inside and outside. ◆ Provide multiple open-ended opportunities for drawing and painting ◆ Provide verbal comments to encourage student efforts ◆ Provide modifications for students with varying abilities ◆ Label or record student verbal explanation 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework: Creative 2</i></p> <p align="center">Draws and paints to represent own ideas</p>
	<p>Draw, paint, with some control</p>	<ul style="list-style-type: none"> ◆ Provide a variety of mediums and materials for drawing and painting ◆ Provide multiple open-ended opportunities for drawing and painting ◆ Provide verbal comments to encourage student efforts ◆ Provide modifications for students with varying abilities 85◆ Label or record student verbal explanation 	<p align="center"><i>Preschool Assessment Framework: Creative 2</i></p> <p align="center">Draws and paints to represent own ideas</p>

<p>Creative Development</p>	<p>Draw and paint with simple representation</p>	<ul style="list-style-type: none"> ◆ Provide a variety of mediums and materials for drawing and painting ◆ Provide multiple open-ended opportunities for drawing and painting ◆ Provide verbal comments to encourage student efforts ◆ Verbally prompt student to represent something viewed in his/her world or environment 	<p>CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p><i>Preschool Assessment Framework:</i> Creative 2 Draws and paints to represent own ideas</p>
	<p>Create more complex representations using multiple details and a sense of space</p>	<ul style="list-style-type: none"> ◆ Provide modifications for students with varying abilities ◆ Label or record student verbal explanations ◆ Provide a variety of mediums and materials for drawing and painting ◆ Provide multiple open-ended opportunities for drawing and painting ◆ Provide verbal comments to encourage student efforts ◆ Verbally prompt student to represent something viewed in his/her world or environment ◆ Prompt student to create based on memory observation/ imagination 	<p><i>Preschool Assessment Framework:</i> Creative 2 Draws and paints to represent own ideas</p>

**Content Standard
Creative Expression**

Preschool programs will provide children with opportunities to represent fantasy and real life experiences through pretend play.

(#3) Performance Standard: Student will

Represent experiences and fantasy in pretend role play.

PreK-12 Expectations for Student Learning

Student will use a variety of art forms for creative expression and representation.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Creative Development	Imitate simple aspects of a role using realistic props and sounds	<ul style="list-style-type: none"> ◆ Provide a variety of appropriate materials and props (non stereotypical, culturally diverse and representative of children and families in the classroom) ◆ Model ◆ Rotate materials and props regularly ◆ Provide verbal and visual prompts to role play ◆ Acknowledge student's role play ◆ Provide modifications for students with varying abilities 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework: Creative 3</i></p> <p align="center">Represents experiences and fantasy in pretend play</p>
Creative Development	Engage in parallel and associative play with peers	<ul style="list-style-type: none"> ◆ Provide a variety of appropriate materials and props (non stereotypical, culturally diverse and representative of children and families in the classroom) ◆ Facilitate and/or model cooperative play between children 	<p align="center"><i>Preschool Assessment Framework: Creative 3</i></p> <p align="center">Represents experiences and fantasy in pretend play</p>

		<ul style="list-style-type: none"> ◆ Rotate materials and props regularly Provide verbal and visual prompts to role play ◆ Acknowledge student's role play ◆ Provide opportunities to play alongside peers ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework:</i> Creative 3 Represents experiences and fantasy in pretend play</p>
Creative Development	Engage in cooperative role play with peers	<ul style="list-style-type: none"> ◆ Provide and coordinate a variety of appropriate materials and props (non stereotypical, culturally diverse and representative of children and families in the classroom) ◆ Facilitate and/or model cooperative play between children ◆ Rotate materials and props regularly ◆ Provide verbal and visual prompts to role play ◆ Acknowledge student's role play ◆ Provide opportunities to play cooperatively with peers ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;"><i>Preschool Assessment Framework:</i> Creative 3 Represents experiences and fantasy in pretend play</p>

(Creative Expression Performance Standard #3 cont. next page)

<p>Creative Development</p>	<p>Engage in extended, planned cooperative role play with peers</p>	<ul style="list-style-type: none"> ◆ Provide and coordinate a variety of appropriate materials and props (non stereotypical, culturally diverse and representative of children and families in the classroom) ◆ Facilitate and model the planning of cooperative play between children ◆ Rotate materials and props regularly ◆ Provide verbal and visual prompts to role play ◆ Acknowledge student’s role play ◆ Provide opportunities to play cooperatively with peers ◆ Prompt student to expand on the planning process prior to entering a center ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework: Creative 3</i></p> <p>Represents experiences and fantasy in pretend play</p>
------------------------------------	--	---	---

(Creative Expression Performance Standard #3)

**Content Standard
Creative Expression**

Preschool programs will provide children with opportunities to engage in musical and creative movement activities.

**(#4) Performance Standard: Student will
Sing and respond to music.**

PreK-12 Expectations for Student Learning

Student will use a variety of art forms for creative expression and representation.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Creative Development	React to music with consistent responses (moves or sings to music not necessarily in synchrony with beat)	<ul style="list-style-type: none"> ◆ Provide a variety of musical opportunities, experiences, and instruments throughout the day ◆ Model ◆ Expose students to a variety of types of music and movement ◆ Model fingerplays and songs ◆ Provide modifications for students with varying abilities 	<p align="center">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p align="center"><i>Preschool Assessment Framework: Creative 4 Sings and responds to music</i></p>
Creative Development	Repeat parts of simple songs and responds to beat in music	<ul style="list-style-type: none"> ◆ Provide a variety of musical opportunities, experiences, props and instruments throughout the day ◆ Provide modifications for students with varying abilities ◆ Model fingerplays and songs ◆ Encourage participation in simple songs 	<p align="center"><i>Preschool Assessment Framework: Creative 4 Sings and responds to music</i></p>

		<ul style="list-style-type: none"> ◆ Model ◆ Expose students to a variety of types of music and movement including non stereotypical, culturally diverse, appropriate children’s music representing the children and families in the classroom 	<p style="text-align: center;">CONNECTICUT STATE DEPARTMENT OF EDUCATION</p> <p style="text-align: center;"><i>Preschool Assessment Framework: Creative 4</i> Sings and responds to music</p>
Creative Development	Sing simple songs and respond to changes in music	<ul style="list-style-type: none"> ◆ Provide a variety of musical opportunities, experiences, props and instruments throughout the day ◆ Model ◆ Expose students to a variety of types of music and movement including non stereotypical, culturally diverse, appropriate children’s music representing the children and families in the classroom ◆ Model fingerplays and songs ◆ Encourage participation in singing simple songs that include changes in tempo or volume ◆ Provide modifications for students with varying abilities 	<p style="text-align: center;"><i>Preschool Assessment Framework: Creative 4</i> Sings and responds to music</p>
(Creative Expression Performance Standard #4)			

**Content Standard
Creative Expression**

Preschool programs will provide children with opportunities to describe or respond to their own creative work or the creative work of others.

(#5) Performance Standard: Student will

Use oral language to explain or describe or ask questions about creative work of self and others.

PreK-12 Expectations for Student Learning

Student will develop an appreciation of the arts.

TOPIC	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Creative Development	Notice creative works of self and others	<ul style="list-style-type: none"> ◆ Model ◆ Use positive reinforcement when children notice creative works ◆ Display a variety of creative works ◆ Use illustrations from literature ◆ Provide opportunities and materials ◆ Provide modifications for students with varying abilities 	<p align="center">Observation Anecdotal Notes Data Collection</p>
Creative Development	Comment about the creative works of self and others	<ul style="list-style-type: none"> ◆ Model ◆ Use positive reinforcement to encourage and support comments about creative works ◆ Display a variety of creative works ◆ Use illustrations and literature ◆ Provide opportunities and materials 	<p align="center">Observation Anecdotal Notes Data Collection</p>

		<ul style="list-style-type: none"> ◆ Record children's comments about creative works ◆ Provide modifications for students with varying abilities 	Observation Anecdotal Notes Data Collection
--	--	--	--

(Creative Development Performance Standard #5)

Frequently Used Instructional Strategies

These are definitions of some of the frequently used instructional strategies used in the elementary school language arts programs.

Read Aloud

Teachers select and read books or other materials to students in a whole class setting or small groups. A variety of texts, rich in meaning or language, are read daily and used as the basis for other activities. Through this process teachers provide support for students to access text and provide opportunities to respond to pictures, meaning and language.

Shared Reading

Teachers and students read and reread carefully selected texts in unison. The teacher consistently models effective reading strategies and behaviors for the students to use.

Guided Reading

Teachers work daily with small groups of students who have similar reading processes. Materials are chosen based on the instructional level of the students. Teachers select and introduce new books by assessing what students already know and can demonstrate. Through guided reading teachers reinforce reading strategies and continually monitor student progress.

Independent Reading

Children are given time daily to read appropriate materials. This time provides students an opportunity to apply various reading strategies and sustain reading behavior independently with little or no teacher support.

Teachers in Grades 4 and 5 enrich students' reading experiences with the use of literature circles. Literature circles are a means for students to discuss books and stories they have read to enhance their comprehension.

Teachers provide print-rich classroom environments that are supportive of students' literacy development. They provide students with opportunities throughout the day to read and write for a purpose.

In addition to the four types of reading, there are also four types of writing that are woven into the Middletown Public Schools literacy framework. These include shared writing, interactive writing, writer’s workshop and independent writing.

Shared Writing

Teachers and students work together to compose messages and stories. The teacher demonstrates how writing works and provides opportunities to draw attention to letters, words and sounds. This process provides students with an opportunity to record and create written language.

Interactive Writing

Teachers and students compose messages and stories using a “shared pen” technique that involves students in the writing process. The process demonstrates concepts about print, early reading/writing strategies and how words work. It also provides opportunities for students to hear sounds in words, make appropriate sound/symbol connections, as well as create written language resources in the classroom.

Writer’s Workshop

Students write for a variety of purposes. Teachers guide students through mini-lessons and conferences. This process teaches students to develop their voice and provides opportunities for students to learn how to write across the curriculum.

Independent Writing

Students are provided opportunities for the independent production of a variety of written texts. This extends the use of writing for varied purposes across the curriculum.

Rhyming Books

Author

Brown, Margaret Wise
Cabera, Jane
Calmenson, Stephanie
Fleming, Denise
Fox, Mem
Guarino, Deborah
Hindley, Judy
Kirk, David
Martin, Bill
Scott, Steve
West, Colin
Williams, Sue
Wood, Audrey
Yolen, Jane

Title

The Big Red Barn
Over in the Meadow
Engine, Engine Number Nine
Barnyard Banter
The Magic Hat
Is Your Mama Llama?
Eyes, Noses, Fingers, Toes
Miss Spider's New Car
Chicka Chicka Boom Boom
Teddy Bear, Teddy Bear
"I Don't Care!" Said the Bear
I Went Walking
Silly Sally
How Do Dinosaurs Say Goodnight?

Alphabet Books

Author

Aylesworth, Jim
Bridwell, Norman
Crews, Donald
Ehlert, Lois
Fleming, Denise
Kirk, David
Lobel, Anita
Martin, Bill
Rey, H.A.
Sendak, Maurice
Seuss, Dr.
Slate, Joseph

Title

Old Black Fly
Clifford's ABC
We Read: A to Z
Eating the Alphabet
Alphabet Under Construction
Miss Spider's ABC
Alison's Zinnia
Chicka Chicka Boom Boom
Curious George Learns the Alphabet
Alligators All Around
Dr. Seuss's ABC
Miss Bindergarten Gets Ready for Kindergarten

Color Books

Author

Bond, Michael
Brag, Ruth
Ehlert, Lois
Jackson, Ellen
Lionni, Leo

Title

Paddington's Colors
Colors of the Day
Color Zoo
Brown Cow, Green Grass, Yellow Mellow Sun
Little Blue and Little Yellow
Color Books continued

Author

Lobel, Arnold
Reiss, John J.
Walsh, Ellen Stoll
Yenawine, Philip

Title

The Great Blueness and Other Predicaments
Colors
Mouse Paint
Colors

Time – Days, Weeks, Months

Author

Appelt, Kathi
Branley, Franklyn
Brown, Margaret Wise
Fisher, Aileen
Lionni, Leo
Martin, Bill
Sendak, Maurice
Wolff, Ferida
Zolotow, Charlotte

Title

A Red Wagon Year
What Makes Day and Night
Goodnight Moon
In the Middle of the Night
A Busy Year
The Turning of the Year
Chicken Soup With Rice
A Year for Kiko
Wake Up and Goodnight

Numbers

Author

Allen, Robert
Bang, Molly

Title

1,2,3, a First Counting Book
Ten, Nine, Eight

Crews, Donald
Ehlert, Lois
Eichenberg, Fritz
Fleming, Denise
Hoban, Tana
Peppe, Rodney
Sendak, Maurice
Walsh, Ellen Stoll
Wood, Jakki

Ten Black Dots
Fish Eyes
Dancing In the Moon
Count!
Count and See
Circus Numbers
One Was Johnny
Mouse Count
Moo Moo Brown Cow

Shapes

Author

Bendick, Jeanne
Budney, Blossum
Ehlert, Lois
Greene, Rhonda
Hoban, Tana

Title

Shapes
A Kiss Is Round
Color Zoo
When A Line Bends, A Shape Begins
Circles, Triangles, and Squares
Shapes continued

Author

Hoban, Tana
Schlein, Miriam
Shaw, Charles G.

Title

So Many Circle, So Many Squares
Shapes
It Looked Like Spilt Milk

Language - Superlatives

Author

Barrett, Judi
Elkin, Benjamin
Gag, Wanda
Jenkins, Steve
Lionni, Leo
Rotener, S. & Richard, O.
Ward, Lynd
Wells, Robert

Title

The Things That Are Most In the World
The Loudest Noise In the Whole World
Millions of Cats
Biggest, Strongest, Fastest
The Biggest House in the World
Close, Closer, Closest
The Biggest Bear
Is a Blue Whale the Biggest Thing There Is?