

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.	
Benchmark 1.1: Uses non-verbal communication for a variety of purposes.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Identifies or chooses object or person by pointing, physically touching or moving toward another.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ When asked what she wants to play with, Betty points to the truck. (Approaches to Learning: Initiative and Curiosity) ⊕ While playing “Farmer in the Dell” Simone chooses Elly to be the “farmer’s wife” by taking her hand. ⊕ When asked what he wants for snack, Darius chooses graham crackers from his choice board. 	
<p>Uses gestures and/or movements to initiate interactions or to get needs met.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Kyle touches another child on the arm, takes his hand, and then walks over to the dramatic play center. (Approaches to Learning: Initiative and Curiosity) ⊕ Victor consistently waves his hands to indicate he wants more food. ⊕ Kelsey uses sign language to indicate who she wants to sit by at circle time. 	
<p>Uses symbols or pictures as representation for oral language.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Yumi drew a picture with several stick figures. When she showed it to her friend, she said that this is all the people in her family. (Approaches to Learning: Persistence and Attentiveness) ⊕ Samantha gets her PECS (Picture Exchange Communication System) board and shows the picture of outdoors to the teacher. ⊕ Noah drew a picture of a stop sign and taped it on the door of his room. 	

Kentucky Core Academic Standards – (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas .

Head Start Child Development and Early Learning Framework: Language Development – Expressive Language; Creative Arts Expression - Drama; Approaches to Learning- Initiative and Curiosity.

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.	
Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Initiates communication to have needs met.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Craig signs, “I want a drink of water” when he comes in from the playground. ⊕ Millie asks, “When is lunch?” ⊕ Chance asks William for the puzzle piece he cannot reach. 	
<p>Responds meaningfully in conversations and discussions with peers and adults.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ When asked “How old are you?” Mike replies, “I am four and I have a loose tooth.” ⊕ When asked, “What do you want to do today?” Josiah tells his Dad that he wants to build a castle in the sandbox. (Approaches to Learning: Persistence and Attentiveness) ⊕ When her therapists signs, “Do you want to play with the dolls?” Kate shakes her head no and points to the paintbrush on her communication board. 	
<p>Asks many why, when, and where questions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ On Saturday morning, Marion asks Mom, “When is school?” ⊕ As the teacher is reading, Keshon interrupts the story to ask, “Why do Jack and Jill fall down?” ⊕ When her mother picks her up at the child care center, Laura asks, “Where is Daddy?” 	
<p>Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Marty says, “I want my mommy” when his Grandma asks why he is crying. ⊕ When Daddy puts broccoli on his plate, Peter signs, “I don’t like that” and pushes his plate away. (Approaches to Learning: Persistence and Attentiveness) ⊕ Singe says, “I was mad when Elly took my blocks. I told her to give them back.” ⊕ Caroli points to the picture of the smiling baby and says, “She looks happy.” 	

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.	
Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes. (continued)	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes. Examples: <ul style="list-style-type: none"> ⊕ Miss Pam reminds everyone about the rules when the class goes to the library, and Alex whispers, “I’m going to talk real quiet.” ⊕ Corey raises his voice higher as he pretends to be the Mother Bear. ⊕ Cecilia slows down her speech when her teacher tells her that she cannot understand Spanish when she talks so quickly. ⊕ Garcia emphatically signs “No” when his Mom tells him it is time to go home. 	

Kentucky Core Academic Standards – (Strand) Language (Cluster) Vocabulary Acquisition and Use; (Strand) Speaking and Listening (Cluster) Comprehension and Collaboration. **Head Start Child Development and Early Learning Framework:** Language Development – Expressive Language, Receptive Language. **NCTM Standards for School Mathematics;** Problem Solving.

English/Language Arts Standard 1: Demonstrates general skills and strategies of the communication process.	
Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Speaks clearly enough to be understood by most listeners.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ When the waitress asks Jada what she wants to eat, she says, “Burger and potatoes.” Mom confirms that this is hamburger and French fries. ⊕ Jonathon says, “Ice cream” as he and his dad pass by the freezer section in the grocery store. Another shopper smiles and says that she likes ice cream too. 	
<p>Uses simple sentences to express self, but may not always use correct grammar.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Tomas says, “Me want to play.” (Approaches to Learning: Initiative and Curiosity) ⊕ Luis told his Mom that he had “runned” outside today. ⊕ Olivia signs “cookie” after listening to the story, <i>If You Give a Mouse a Cookie</i>. 	
<p>Uses more complex sentences, but grammar is still sometimes incorrect.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Kendra says, “I want to play with the blocks with Sicily.” (Approaches to Learning: Persistence and Attentiveness) ⊕ Marcus signs, “I played in the sandbox with Billy.” ⊕ Devon says, “I gave the mouses a cookie today.” 	
<p>Uses complex sentences with correct grammar.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ George says, “I want to play with my friends in housekeeping. We can make a cake.” (Approaches to Learning: Persistence and Attentiveness) ⊕ Kristin says, “I ran to the sandbox with Billy and we filled all the buckets.” ⊕ Jake says “When I am four, I will go to Disneyland.” 	
<p>Develops increasingly abstract use of language.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Nakyra imitates the language she hears by others in the dramatic play center. ⊕ After reading Clifford, Cooper says, “My dog is the most giantest of all.” ⊕ Max likes to tell jokes and giggles doing so, even though he doesn’t understand the word play within the jokes. (Approaches to Learning: Persistence and Attentiveness) 	

Kentucky Core Academic Standards: (Strand) Language (Cluster) Conventions of Standard English; (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas. **Head Start Child Development and Early Learning Framework:** Language Development – Expressive Language.

English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.	
Benchmark 2.1: Engages in active listening in a variety of situations.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Attends to adult or peer who is speaking/signing.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Mykyla listens to her grandma talking about cookies, smiles, and says, “I want cookies!” ⊕ At story time, Max watches as his teacher signs “Mama, Do You Love Me?” ⊕ Liam looks at his caregiver when he talks about the day’s activities. (Approaches to Learning: Initiative and Curiosity) ⊕ William focuses on the classmate who is telling a story during share time. 	
<p>Follows simple directions.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ When his Mama requests “Get your coat and wait at the door,” Carlos does so. ⊕ When the teacher states, “Throw away your cup and your napkin and come to the rug,” Olivia complies. (Approaches to Learning: Persistence and Attentiveness) ⊕ When Mr. James asks Mary and Albert to get out the box of markers, put it on the table, and come over for circle time, they both follow his directions. 	
<p>Gains information through listening experiences.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Sarah tells her sister, “There are Three Bears in <i>Goldilocks</i>.” ⊕ Kelly tells her mommy, “Tomorrow a nurse is coming.” ⊕ DaShon tells his granny, “Tomorrow some fire fighters are coming to our class. They will wear hats and coats and boots.” ⊕ Emile signs, “First we put the seed in the cup, then we water it and put it in the sun. Then the flower will grow.” (Approaches to Learning: Persistence and Attentiveness) 	
<p>Uses listening to interpret and apply meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ After the nurse visits her class, Becky tells a doll, “Wash your hands before you eat. Germs make you sick.” ⊕ Crystal explains in sign to Jason why firefighters wear boots when fighting fires. ⊕ After the firefighter’s visit to the classroom, Eddie says, “I need to wear a fire hat to keep safe from the fire.” 	

Kentucky Core Academic Standards – (Strand) Speaking and Listening (Cluster) Comprehension and Collaboration, and (Cluster) Presentation of Knowledge and Ideas. **Head Start Child Development and Early Learning Framework:** Language Development.- Receptive Language; Expressive Language
NCTM Standards for School Mathematics: Problem Solving.

English/Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes.	
Benchmark 2.2: Observes to gain information and understanding.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Uses many senses to explore and interpret the environment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ David, who is hearing impaired, watches the other children clap at the end of a play and then claps too. ⊕ Ahmand, who is visually impaired, feels the rag doll and says it is soft. (Approaches to Learning: Initiative and Curiosity) ⊕ When Simone hears her little sister cry, she tells Mommy that she wants her bottle. 	
<p>Makes comparisons through every day experiences and play.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Angel looks at the milk as the teacher pours and says, “I got more than Milly.” ⊕ Luana says, “My chain is not big. I will get more paper.” ⊕ Eric points to himself and signs “blue eyes” and points to his sister and signs “brown eyes”. 	
<p>Makes predictions concerning everyday experiences and play.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Marta stops playing and begins to pick up the blocks when her teacher blinks the lights. ⊕ Kiyonna says, “Push on your play dough. Then it is flat.” ⊕ Myana signs “popcorn” and “snack time” when she smells it being popped in the kitchen. 	
<p>Draws conclusions from everyday experiences and play.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Miss Agnes asks what happens when you push on the play dough and Kati answers, “It gets flat.” ⊕ Mitch sees the rain outside the window and says, “No outdoor play today.” ⊕ Karen says, “next is nap” as she sits down to eat lunch. 	

Kentucky Core Academic Standards : ENGLISH LANGUAGE ARTS (Strand) Reading (Cluster) Integration of Knowledge and Ideas; (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas; MATH (Domain) Geometry (Cluster) Analyze, compare, create, and compose shapes; (Domain) Measurement & Data (Cluster) Describe and compare measurable attributes. **Head Start Child Development and Early Learning Framework**: Language Development – Receptive Language, Expressive Language; **NCTM Standards for School Mathematics**: Problem Solving; Representation.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.	
Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Participates actively in story time.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ While listening to “The Very Hungry Caterpillar” Jason asks, “Do caterpillars have teeth?” ⊕ Christy signs, “...caps, caps for sale, fifty cents a cap...” as the teacher reads the story. ⊕ Michael acts out “Goldilocks and the Three Bears” with others in the class. ⊕ Drew draws pictures of three little pigs and a big bad wolf after hearing the story. <p>(Approaches to Learning: Persistence and Attentiveness)</p>	
<p>Chooses reading activities.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ During free time, Ingrid chooses to join a small group that is listening to a story. ⊕ Mark wants to play “library” with his sister and asks Mom if he can line his books up on the couch. ⊕ Jacques chooses a Braille copy of the book “Ferdinand” to explore while he rests. <p>(Approaches to Learning: Persistence and Attentiveness)</p>	
<p>Responds to reading activities with interest and enjoyment.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Adam claps and smiles when his teacher chooses his favorite book to read. ⊕ Cassidy shows her grandmother her favorite page in her storybook and they both laugh at the rabbit jumping high in the air. (Approaches to Learning: Persistence and Attentiveness) ⊕ When Daddy took Carrie to the library she asked to bring home several books to read. 	

Kentucky Core Academic Standards – (Strand) Reading (Cluster) Key Ideas and Details (Literature and Informational), (Cluster) Craft and Structure (Literature and Informational), (Cluster) Range and Level of Text Complexity (Literature and Informational). **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Book Appreciation.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.	
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Handles books correctly, showing increasing skills in print directionality.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Erin looks at pages of a known storybook, turning the pages one at a time and going from front to back. ⊕ Ashlyn “reads” a book, following the print from left to right, and top to bottom. ⊕ Damon picks a book that is upside down and turns it over correctly to look at the pictures and “reads” the story. (Approaches to Learning: Initiative and Curiosity) 	
<p>Understands that print has meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Billy’s teacher has labeled all materials and equipment in the classroom. While standing in front of the gerbil cage, Billy point to label and says, “That means gerbil.” (Approaches to Learning: Initiative and Curiosity) ⊕ Barb points to the words (not the pictures) as she “reads” the story using some incorrect words. ⊕ Yolanda points to another child’s name card and says, “Alex.” ⊕ Nicky recognizes and “reads” environmental print (McDonalds, Kroger, K-Mart, etc.). ⊕ Marco takes the Braille book to his teacher and asks what a word means. 	

Kentucky Core Academic Standards – (Strand) Foundational Skills (Cluster) Print Concepts, (Cluster) Fluency; (Strand) Reading (Cluster) Craft and Structure (Literature and Informational), (Cluster) Integration of Knowledge and Ideas (Informational).

Head Start Child Development and Early Learning Framework: Literacy Knowledge & Skills – Print Concepts & Conventions.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.	
Benchmark 3.3: Demonstrates knowledge of the alphabet.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Recognizes some letters of the alphabet.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Erin recognizes some letters in her name. As she is walking down the hall, she points to EXIT sign and says, “That’s like my name!” ● Rudy recognizes some letters in environmental print (“d” in door, “s” in stop). (Approaches to Learning: Initiative and Curiosity) ● When looking at the magnetic letters, Alex picks up the “A” and says, “That’s in my name.” 	
<p>Recognizes some letters and words in print.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● As his Mommy is looking at the book with him, Calvin points to the letter “C” and signs “C”. ● Leshia is able to read “The End,” “Goldilocks” and other frequently seen words. ● Jon picks out his name on the computer icon screen and says “That’s my name.” (Approaches to Learning: Initiative and Curiosity) 	
<p>Identifies some known letters of the alphabet in familiar and unfamiliar words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● When looking at a book, Becky points to the “B” says, “That “B” is in my name.” ● When holding a “J” magnet letter, Suzy says, “That letter is in John’s name.” ● Allie feels the Braille letters on her name card and says, That’s me...A-l-l-i-e.” (Approaches to Learning: Initiative and Curiosity) 	

Kentucky Core Academic Standards: (Strand) Foundational Skills (Cluster) Print Concepts, (Cluster) Phonics and Word Recognition, (Cluster) Fluency.

Head Start Child Development and Early Learning Framework: Literacy Knowledge & Skills – Alphabet Knowledge.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.	
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Recognizes rhyming words. Examples:</p> <ul style="list-style-type: none"> ⊕ While reading Dr. Seuss' <i>Hop on Pop</i>, Miss Janet asks, "What rhymes with "pop?" and Aaron responds, "top." (Approaches to Learning: Persistence and Attentiveness) ⊕ Jerry plays a game with his name: "Jerry, berry, Mary." ⊕ Casey repeats "hill, Jill, hill, Jill", after the teacher reads "Jack and Jill went up the hill." 	
<p>Recognizes sounds that match. Examples:</p> <ul style="list-style-type: none"> ⊕ Megan says, "Baby and bat start the same." ⊕ During morning circle, David says, "David and Danielle start with d." ⊕ Dawn says "dog and hog sound the same". 	
<p>Produces a rhyming word. Examples:</p> <ul style="list-style-type: none"> ⊕ T.C. provides a rhyming word at the end of poem line he has not yet heard. "I have a cat whose name is Matt, he has a ball he likes to bat. The other day he wore a _ _ _ (hat)." ⊕ While singing a song with rhyming words, such as "The Ants Go Marching One by One," a child makes up other rhyming words: "The ants had fun. The ants got none." 	
<p>Discriminates separate syllables in words. Examples:</p> <ul style="list-style-type: none"> ⊕ During circle, Imani claps syllables in classmates' names. ⊕ The teacher has demonstrated throughout the year, dividing words by syllable, such as "De-cem-ber," Sam can correctly count the number of syllables in the names of other months. 	

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.	
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness. (continued)	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Makes some letter-sound connections.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Gavin sees the letter “D” on a block, points to the “D” and says, “This is for Daddy.” ⊕ Maisie says, “Michael, ‘M’ starts your name, too.” ⊕ Tatianna says, “My name starts with a T sound”. 	
<p>Identifies some beginning sounds.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Ashlyn says, “Butterfly starts with /b/. ⊕ When the teacher shows the letter “s” Samantha says, “My name starts with /s/. ⊕ Caitlyn says, “My name is like cat, both words start with a c.” 	

Kentucky Core Academic Standards: (Strand) Foundational Skills (Cluster) Phonological Awareness, (Cluster) Phonics and Word Recognition, (Cluster) Fluency. **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Phonological Awareness.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.	
Benchmark 3.5: Draws meaning from pictures, print, and text.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Names features of a picture.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Alana looks at a poster and says, “That’s a dog. He’s brown.” (Approaches to Learning: Initiative and Curiosity) ● Bryan says, “I drew a picture of my house. It has two windows and a door.” 	
<p>Uses illustrations to tell major events of a story.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Nina points to characters in a book stories as she tells (recalls) what they did in the story. ● Juan likes to put the picture story cards in the right order so that it tells a story. ● After the teacher reads the first part of <i>A People House</i>, Johann finishes the story by “reading” the pictures. (Approaches to Learning: Persistence and Attentiveness) ● Micah looks at the picture on the following page and guesses what will happen next in the story. 	
<p>Understands that text has a specific meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Raymond looks at the label above the door and says, “That word is door.” ● Beth plays with alphabet blocks or magnetic letters to make ‘words’. ● Luke runs his finger under lines of print, imitating ‘reading’. ● When looking at “Brown Bear, Brown Bear,” Carter points to the text with his finger and says, “Purple cat, purple cat, what do you see?” (Approaches to Learning: Persistence and Attentiveness) ● While Dad reads <i>The Polar Express</i>, Amy asks, “Where is the train going?” 	

Kentucky Core Academic Standards: (Strand) Reading (Cluster) Key Ideas and Details (Literature and Informational); (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas. **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Print Concepts & Conventions.

English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.	
Benchmark 3.6: Tells and retells a story.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
Imitates act of reading in play. Examples: <ul style="list-style-type: none"> ⊕ Chris pretends to read a book to a doll in the housekeeping area. (Approaches to Learning: Initiative and Curiosity) ⊕ Yolanda pretends to read the “Daily Message” that was written by the teacher earlier in the day. ⊕ Reese “reads” the classroom rules to his friend Claire. 	
Acts out main events of a familiar story. Examples: <ul style="list-style-type: none"> ⊕ Tom is wearing overalls and says, “I’m Corduroy.” ⊕ Andy puts pegs in a pegboard to build a birthday cake for Frances. ⊕ LaChelle says, “I’m Goldilocks, you’re the mama bear, you’re the papa bear, and you’re the baby.” ⊕ Mira and Joey act out “Five Little Monkeys” using puppets. (Approaches to Learning: Persistence and Attentiveness) 	
Uses pictures and illustrations to tell and retell a story. Examples: <ul style="list-style-type: none"> ⊕ Sevin uses flannel board characters to tell the story of “The Three Questions.” (Approaches to Learning: Persistence and Attentiveness) ⊕ Logan draws pictures of the big bad wolf blowing down the straw house. ⊕ Clarence tells a story to his friend Amanda using pictures from a trip to the zoo. 	
Uses prior experience to help make sense of stories. Examples: <ul style="list-style-type: none"> ⊕ When the teacher read “Arthur’s Tooth” Meisha said, “I lost my tooth.” ⊕ After hearing <i>The Snowy Day</i>, Leandra said, “My brother and me made snow angels.” ⊕ Jim tells about his train trip after reading <i>Freight Train</i>. (Approaches to Learning: Persistence and Attentiveness) 	

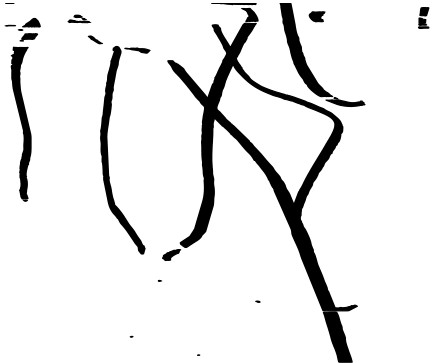
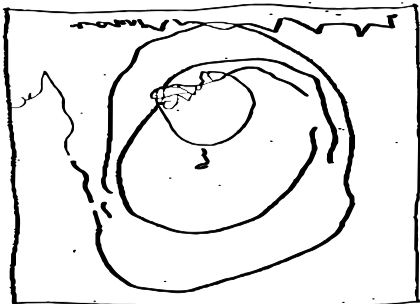
English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.	
Benchmark 3.6: Tells and retells a story. (continued)	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Retells a story including many details and draws connections between story events.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ After hearing the story of “Pepe the Bull” Phillip tells the story to the stuffed animals in the quiet area. (Approaches to Learning: Persistence and Attentiveness) ⊕ The caregiver told the story of the three little pigs during large circle time, then asked Molly, “Why did the house fall down?” Molly goes to the block area, builds a house, knocks it down and she plays, “The Three Little Pigs.” ⊕ The class re-enacted the story of <i>Stone Soup</i> in dramatic play. On the playground, Ben found the perfect rock. 	

Kentucky Core Academic Standards: (Strand) Reading (Cluster) Key Ideas and Details (Literature and Informational), (Cluster) Integration of Knowledge and Ideas (Literature and Informational). **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Book Appreciation.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.	
Benchmark 4.1: Understands that the purpose of writing is communication.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Understands that an oral message can be represented by written language.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● In the housekeeping center, Sam “writes” down Billy’s lunch order (using scribbles and symbols). ● Luisa “rereads” the book she has written (using different words than previously used). ● Tyler writes a sign naming his block structure. (Approaches to Learning: Initiative and Curiosity) 	
<p>Understands there is a way to write that conveys meaning.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Tonya asks her teacher, “Will you write, ‘This is my house?’” ● His teacher offers to write a message on a drawing. Kiley says, “Write, ‘I love my dog.’” (Approaches to Learning: Persistence and Attentiveness) ● Joshua asks his teacher to write a note to his mom. When she asks what is should say, Joshua says, “Tell her I have been good at school today.” 	
<p>Understands that once an oral message is written it reads the same way every time.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Zaylen recognizes the message written by his teacher on one of his drawings and “reads” it to Justin. ● During Calendar Time the teacher writes “Tuesday” on the chart, later in the day Millie says, “That says, ‘Tuesday.’” ● Tommy reads the sign above the door to his friend Emma. “That says ‘exit.’” (Approaches to Learning: Persistence and Attentiveness) 	

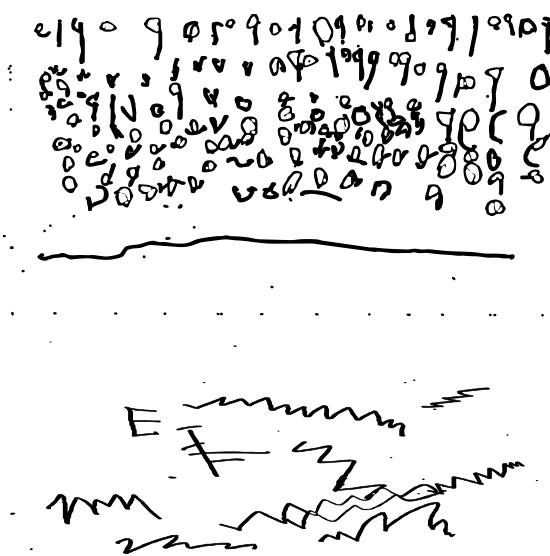
Kentucky Core Academic Standards: (Strand) Writing (Cluster) Production and Distribution of Writing; (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas; (Strand) Foundational Skills (Cluster) Fluency. **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Early Writing.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.**Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas.**

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Labels pictures or produces simple texts using scribble writing.</p> <p>Examples:</p> <ul style="list-style-type: none">● Lynley scribbles and says, “This is me.” (Approaches to Learning: Persistence and Attentiveness)● Tracy likes to write her name at the top of the different kinds of paper she uses. 	
<p>Labels pictures or produces simple texts using letter-like forms.</p> <p>Examples:</p> <ul style="list-style-type: none">● Andre’s writing includes lines and circles.● Sybil draws a circle and says it is a dog. (Approaches to Learning: Persistence and Attentiveness) 	

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.

Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas. (continued)

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Uses scribble writing or letter-like forms to represent words or ideas.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Burton produces small and large shapes that represent writing letters and words. ● Elena “reads” or “spells” aloud while writing letter-like marks. (Approaches to Learning: Initiative and Curiosity) 	
<p>Writes recognizable letters.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Yo Lee writes strings of random letters such as: z, E, t, o. ● Liz writes some letters from her name. ● Valerie labels her block building with a sign that says, “zoo.” 	

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.	
Benchmark 4.2: Produces marks, pictures, and symbols that represent print and ideas. (continued)	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Writes familiar words.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Amy writes her name from her name card on the table (letters may or may not be in correct sequence or position). ⊕ Karem writes name or words that are meaningful to him: I love you, Mom, Dad, dog, etc. (Approaches to Learning: Persistence and Attentiveness) 	

Kentucky Core Academic Standards: (Strand) Writing (Cluster) Text Types and Purposes; (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas; (Strand) Foundational Skills (Cluster) Fluency. **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Early Writing.

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.	
Benchmark 4.3: Explores the physical aspect of writing.	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Uses tools for writing and drawing.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Kim uses a stick to draw a picture in the sand. (Approaches to Learning: Initiative and Curiosity) ⊕ Tyler uses markers to draw. ⊕ Dora uses a pencil to make marks on paper. 	
<p>Experiments with grasp when using a variety of writing tools.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Carlito picks up a pencil with a fist grasp. ⊕ Hans uses a pencil with a finger-grasp. ⊕ Crystal grasps a paintbrush at the easel. (Approaches to Learning: Initiative and Curiosity) 	
<p>Adjusts body position when writing.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ After painting a picture at the table, Caleb moves to a comfortable position to write his name. ⊕ Jose moves from trying to write while lying on the floor to a table. ⊕ Andrea places the pencil in her right hand to write her name. 	
<p>Adjusts paper position when writing.</p> <p>Examples:</p> <ul style="list-style-type: none"> ⊕ Alexander moves the paper to a comfortable position. ⊕ Miquel holds paper with non-writing hand. ⊕ Jennifer asks for a book to put her paper on while writing a letter to her mom in the reading center. 	

English/Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.**Benchmark 4.3: Explores the physical aspect of writing. (continued)**

Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Shows some evidence of directionality (top to bottom, left to right). Examples:</p> <ul style="list-style-type: none"> ⊕ Jimmy copies the letters of his name. ⊕ Randall writes the first two letters of his name left to right, then writes the third letter in the bottom left-hand corner of the page. ⊕ Dareen progresses to writing left to right with letters in correct order. (Approaches to Learning: Persistence and Attentiveness) ⊕ Julie places stickers from left to right on her paper. 	

Kentucky Core Academic Standards: (Strand) Writing (Cluster) Production and Distribution of Writing; (Strand) Foundational Skills (Cluster) Print Concepts; (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and **Head Start Child Development and Early Learning Framework:** Literacy Knowledge & Skills – Early Writing.