

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
Speaks clearly enough to be understood by most listeners. Examples: <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. 	
Uses simple sentences to express self, but may not always use correct grammar. Examples: <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>. 	
Uses more complex sentences, but grammar is still sometimes incorrect. Examples: <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.” 	
Uses complex sentences with correct grammar. Examples: <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.” 	
Develops increasingly abstract use of language. Examples: <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
<p>Imitates act of reading in play.</p> <p>Examples:</p> <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. 	
<p>Acts out main events of a familiar story.</p> <p>Examples:</p> <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) 	
<p>Uses pictures and illustrations to tell and retell a story.</p> <p>Examples:</p> <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. 	
<p>Uses prior experience to help make sense of stories.</p> <p>Examples:</p> <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) 	

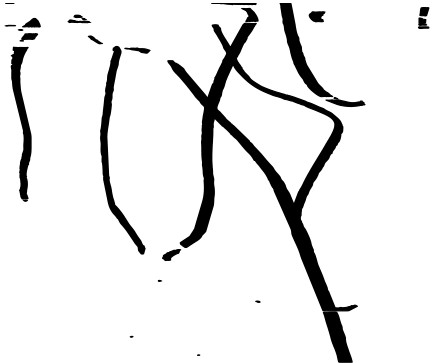
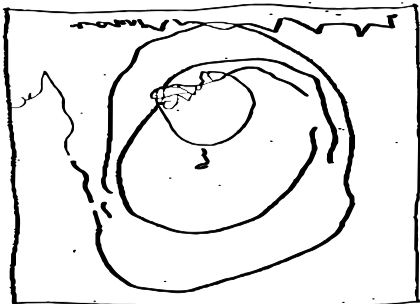
English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process.	
Benchmark 3.6: Tells and retells a story. (continued)	
Developmental Continuum and Example Behaviors	Comments, Notes, Strategies
<p>Retells a story including many details and draws connections between 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) 	

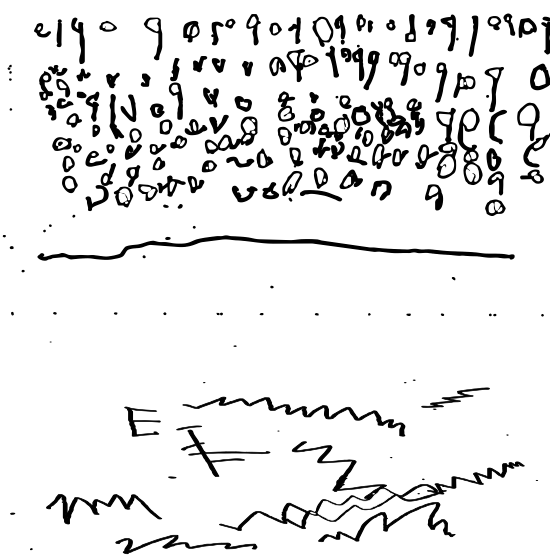
Kentucky Core Academic Standards: (Strand) Writing (Cluster) Production and Distribution of Writing; (Strand) Speaking and Listening (Cluster) Presentation of Knowledge and Ideas; (Strand) Foundational Skills (Cluster) Fluency. **Head Start Child Development and Early Learning Framework:** Literacy Knowledge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