

Pearson Scott Foresman  
*Opening the World of Learning:  
Texas Comprehensive Pre-Kindergarten  
System in English and Spanish ©2012*



Correlated to the Head Start Child  
Outcomes Framework

PEARSON

Copyright © 2010 Pearson Education, Inc. or its affiliate(s). All rights reserved.



## Introduction

This document demonstrates how ***Pearson Scott Foresman Opening the World of Learning: Texas Comprehensive Pre-Kindergarten System in English and Spanish ©2012*** meets the outcomes of the Head Start Child Outcomes Framework. Correlation page references are to the Scope and Sequence.

***Opening the World of Learning (OWL) ©2012*** is a comprehensive Pre-K curriculum, equitable in English and Spanish, that prepares children for Kindergarten with ongoing assessment of research-based success predictors and playful, purposeful, and personalized instruction.

### Features and Benefits

OWL provides everything you need to ensure a high-quality Pre-K experience (full day and half day schedules) and is designed to develop oral language and early literacy skills.

- Offers equitable instruction in English and Spanish and English Language Development each day.
- Develops language and early literacy skills in the context of research-based and field-tested content, including math, science, and social studies.
- Excites kids about learning through highly appealing children's books, posters, picture cards, and music.

### Program Philosophy

***Opening the World of Learning (OWL) ©2012*** gets children ready for Kindergarten with a comprehensive curriculum that:

- Makes every minute count by creating a learning-rich environment where interactions with children are thoughtful and purposeful.
- Builds conceptual knowledge and develops oral language in every playful, purposeful, and personalized instruction experience.
- Starts forming the foundation children need for content area learning and later academic success.
- Offers equitable instruction in English and Spanish and English Language Development each day

## Table of Contents

LANGUAGE DEVELOPMENT .....	1
LITERACY .....	3
MATHEMATICS.....	7
SCIENCE.....	10
CREATIVE ARTS .....	12
SOCIAL & EMOTIONAL .....	14
APPROACHES TO LEARNING.....	17
PHYSICAL HEALTH & DEVELOPMENT .....	19

<b>LANGUAGE DEVELOPMENT</b>	
<b>Listening &amp; Understanding</b>	<b>OWL Scope of Skills</b>
Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.	<p><b>Music and Movement</b>                      Listen to a variety of styles of music alone or with others</p> <p><b>Exhibit control of attention</b>                      Listen attentively to stories and instructions</p> <p><b>Appreciate Stories and Other Text</b>                      Listen to books read aloud and discuss                      Gain appreciation for and awareness of diverse genres.                      Recollect, talk, and write about books</p> <p><b>Construct Meaning from Text</b>                      Demonstrate understanding by asking and answering questions.                      Draw on understanding to predict events and story elements.                      Understand the different purposes of different texts                      Use background knowledge before, during, and after reading                      Demonstrate understanding of stories through recall of events and retelling                      Use evidence from the text to support opinions, interpretations, or conclusions                      Learn from books and use knowledge for higher level thinking:                      Categorize and classify information                      Understand cause and effect relationships                      Compare and contrast information                      Understand graphic sources</p> <p><b>Literary Elements and Response</b>                      Distinguish realism and fantasy                      Understand characters' traits, actions, feelings, motives, and plans                      Use knowledge of setting to understand stories                      Use story structure and understanding of plot to interpret stories                      Distinguish the roles of author and illustrator                      Reflect on reading and respond (through talk, movement, art, and so on)</p>
Shows progress in understanding and following simple and multiple-step directions.	<p><b>Listening</b>                      Follow two- and three-step directions</p>
★ Understands an increasingly complex and varied vocabulary.	<p><b>Vocabulary</b>                      Demonstrate understanding of terms used in the instructional language of the classroom                      Know the meaning of 3,000 to 4,000 words</p>
★ For non-English-speaking children, progresses in listening to and understanding English.	<p>OWL provides English language development lessons for English language learners</p>

<b>Speaking &amp; Communicating</b>	<b>OWL Scope of Skills</b>
<p>★Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.</p>	<p><b>Speaking (Conversation)</b>            Engage in conversation and use language for basic purposes            Engage in informal conversations with peers and adults and attend to rules of conversation            Use language appropriate to the situation            Speak clearly so that words can be understood by both familiar and unfamiliar adults and children            Engage in conversation, using language for advanced purposes (asking questions to get information, giving information, problem solving)            Begin and end conversations appropriately            Tell a personal narrative with details            Participate in conversations in small and large settings appropriately</p>
<p>Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p>	<p><b>Speaking (Conversation)</b>            Engage in conversation and use language for basic purposes            Engage in informal conversations with peers and adults and attend to rules of conversation            Use language appropriate to the situation            Speak clearly so that words can be understood by both familiar and unfamiliar adults and children            Engage in conversation, using language for advanced purposes (asking questions to get information, giving information, problem solving)            Begin and end conversations appropriately            Tell a personal narrative with details            Participate in conversations in small and large settings appropriately</p>
<p>★Uses an increasingly complex and varied spoken vocabulary.</p>	<p><b>Vocabulary</b>            Use a wide variety of words to label and describe people, places, things, actions, and attributes of objects</p>
<p>Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p>	<p><b>Sentences and Structure</b>            Use complete sentences of four or more words            Use sentences with grammatical complexity            Use age-appropriate grammar, including            regular and irregular plurals            regular and irregular past tense            pronouns            possessives            subject-verb agreement            Express more than one idea in complex sentences</p> <p><b>Speaking (Conversation)</b>            Speak clearly so that words can be understood by both familiar and unfamiliar adults and children</p>
<p>★For non-English-speaking children, progresses in speaking English.</p>	<p>OWL provides English language development lessons for English language learners</p>

<b>LITERACY</b>	
<b>★Phonological Awareness</b>	<b>OWL Scope of Skills</b>
Shows increasing ability to discriminate and identify sounds in spoken language.	<p><b>Listening</b>                      Discriminate environmental sounds                      Sequence sounds</p> <p><b>Phonemes</b>                      Identify spoken word pairs that have the same or different initial consonant sound.                      Identify one word from a spoken set of three that does not begin with the same initial sound as the other two                      Produce words with the same initial sound (single consonant alliteration)                      Produce the initial sound in a word, with pictorial support.                      Blend two and three phonemes into words                      Segment two- and three-phoneme words                      Identify pictured word pairs that have the same or different initial or final sounds                      Produce new words by deleting initial or final phonemes</p>
Shows growing awareness of beginning and ending sounds of words.	<p><b>Phonemes</b>                      Produce words with the same initial sound (single consonant alliteration)                      Produce the initial sound in a word, with pictorial support.                      Blend two and three phonemes into words                      Identify pictured word pairs that have the same or different initial or final sounds                      Produce new words by deleting initial or final phonemes</p>
Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.	<p><b>Rhyme</b>                      Identify spoken word pairs that do and do not rhyme                      Identify one word from a spoken set of three that does not rhyme with the other two                      Produce rhyming words (real or nonsense)                      Produce new words by substituting a single initial consonant phoneme in a word to create a new word</p>
Shows growing ability to hear and discriminate separate syllables in words.	<p><b>Syllables</b>                      Blend two one-syllable words to make a compound word                      Segment a compound word                      Delete a word from a compound word                      Blend syllables to make a familiar word                      Segment a familiar word into syllables                      Delete a syllable from a familiar word</p>
★Associates sounds with written words, such as awareness that different words begin with the same sound.	<p><b>Phonemes</b>                      Identify spoken word pairs that have the same or different initial consonant sound.                      Produce words with the same initial sound (single consonant alliteration)                      Identify pictured word pairs that have the same or different initial or final sounds</p>

★Book Knowledge & Appreciation	OWL Scope of Skills
Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.	<p><b>Appreciate Stories and Other Text</b>            Listen to books read aloud and discuss            Gain appreciation for and awareness of diverse genres.            Recollect, talk, and write about books</p> <p><b>Construct Meaning from Text</b>            Demonstrate understanding by asking and answering questions.            Draw on understanding to predict events and story elements.            Understand the different purposes of different texts            Use background knowledge before, during, and after reading            Demonstrate understanding of stories through recall of events and retelling            Use evidence from the text to support opinions, interpretations, or conclusions            Learn from books and use knowledge for higher level thinking:            Categorize and classify information            Understand cause and effect relationships            Compare and contrast information            Understand graphic sources</p> <p><b>Literary Elements and Response</b>            Distinguish realism and fantasy            Understand characters' traits, actions, feelings, motives, and plans            Use knowledge of setting to understand stories            Use story structure and understanding of plot to interpret stories            Distinguish the roles of author and illustrator            Reflect on reading and respond (through talk, movement, art, and so on)</p>
Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	<p><b>Motivation to Read and Write</b>            Ask to be read to and to have favorite books re-read.            Read or pretend to read books, imitating reading behaviors.            Choose a book independently and return it to the correct place when finished with it.            Handle and care for books in a respectful manner.</p>
Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.	<p><b>Appreciate Stories and Other Text</b>            Recollect, talk, and write about books</p> <p><b>Construct Meaning from Text</b>            Draw on understanding to predict events and story elements.            Demonstrate understanding of stories through recall of events and retelling</p> <p><b>Literary Elements and Response</b>            Reflect on reading and respond (through talk, movement, art, and so on)</p>

<p>Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.</p>	<p><b>Motivation to Read and Write</b>                  Handle and care for books in a respectful manner.</p> <p><b>Concepts of Print</b>                  Hold a book correctly for reading (right side up with the front cover facing the child)                  Turn the pages of a book one at a time from front to back                  Track print from top to bottom                  Track print from left to right and sweep back for the next line                  Identify parts of a book: front cover, back cover, page numbers</p> <p><b>Literary Elements and Response</b>                  Distinguish the roles of author and illustrator</p>
<p><b>★Print Awareness &amp; Concepts</b></p>	<p><b>OWL Scope of Skills</b></p>
<p>Shows increasing awareness of print in classroom, home and community settings.</p>	<p><b>Concepts of Print</b>                  Develop awareness that print represents spoken language and conveys meaning.</p>
<p>Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</p>	<p><b>Concepts of Print</b>                  Develop awareness that print represents spoken language and conveys meaning.</p>
<p>Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</p>	<p><b>Concepts of Print</b>                  Hold a book correctly for reading (right side up with the front cover facing the child)                  Turn the pages of a book one at a time from front to back                  Track print from top to bottom                  Track print from left to right and sweep back for the next line                  Identify parts of a book: front cover, back cover, page numbers</p>
<p>Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</p>	<p><b>Concepts of Print</b>                  Track print from top to bottom                  Track print from left to right and sweep back for the next line</p>
<p>★Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</p>	<p><b>Concepts of Print</b>                  Understand the concept of letter, word, and sentence</p>
<p><b>Early Writing</b></p>	<p><b>OWL Scope of Skills</b></p>
<p>Develops understanding that writing is a way of communicating for a variety of purposes.</p>	<p><b>Motivation to Read and Write</b>                  Use scribbles, shapes, pictures, and letters to convey meaning in many settings and for many purposes.</p>
<p>Begins to represent stories and experiences through pictures, dictation, and in play.</p>	<p><b>Motivation to Read and Write</b>                  Use scribbles, shapes, pictures, and letters to convey meaning in many settings and for many purposes.</p> <p><b>Writing to Convey Meaning</b>                  Use scribbles, shapes, pictures, and letters to convey meaning in many settings and for many purposes.</p>



<p>Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</p>	<p><b>Motivation to Read and Write</b>          Use scribbles, shapes, pictures, and letters to convey meaning in many settings and for many purposes.</p> <p><b>Writing to Convey Meaning</b>          Use scribbles, shapes, pictures, and letters to convey meaning in many settings and for many purposes.</p> <p><b>Writing Conventions</b>          Scribbles and/or writing start at the top of the page          Scribbles and/or writing start on the left side of paper and progress to the right          Scribble or write more or less in a horizontal line          Use letters or symbols to represent words</p>
<p>Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</p>	<p><b>Motivation to Read and Write</b>          Use scribbles, shapes, pictures, and letters to convey meaning in many settings and for many purposes.</p> <p><b>Writing to Convey Meaning</b>          Use scribbles, shapes, pictures, and letters to convey meaning in many settings and for many purposes.</p> <p><b>Writing Conventions</b>          Scribbles and/or writing start at the top of the page          Scribbles and/or writing start on the left side of paper and progress to the right          Scribble or write more or less in a horizontal line          Use letters or symbols to represent words</p>
<p><b>Alphabet Knowledge</b></p>	<p><b>OWL Scope of Skills</b></p>
<p>Shows progress in associating the names of letters with their shapes and sounds.</p>	<p><b>Concepts of Print</b>          Develop awareness that print represents spoken language and conveys meaning.          Understand the concept of letter, word, and sentence</p>
<p>Increases in ability to notice the beginning letters in familiar words.</p>	<p><b>Phonemes</b>          Identify spoken word pairs that have the same or different initial consonant sound.          Identify pictured word pairs that have the same or different initial or final sounds</p>
<p>★ Identifies at least 10 letters of the alphabet, especially those in their own name.</p>	<p><b>Letter Naming and Recognition</b>          Name uppercase letters (at least 20)          Name lowercase letters (at least 20)          Recognize his or her own name          Name the first letter in his or her own name, several peers' names and in environmental print</p>
<p>★ Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p>	<p><b>Letter Naming and Recognition</b>          Distinguish between letters and numbers</p>

<b>MATHEMATICS</b>	
<b>★Number &amp; Operations</b>	<b>OWL Scope of Skills</b>
<p>Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</p>	<p><b>Counting</b>                      Demonstrates that objects, or parts of objects, can be counted                      Use words to rote count from 1 to 30                      Count 1 - 10 items, with one count per item                      Demonstrate that the order of a counting sequence is always the same, regardless of what is counted                      Demonstrate that the last count indicates how many items were counted                      Demonstrate understanding that when counting, items can be chose in any order                      Use verbal ordinal terms                      Verbally identify, without counting, the number of objects from 1 to 5 (subitizing)                      Recognize one-digit numerals, 0 to 9</p> <p><b>Adding To/Taking Away</b>                      Use concrete models for adding up to five objects                      Make a verbal word problem for adding up to five objects                      Use concrete models for subtracting 1 to 5 objects from a set                      Use informal strategies to share or divide up to 10 items equally</p> <p><b>Geometry and Spatial Sense</b>                      Name common shapes                      Create shapes                      Demonstrate use of location words                      Slide, flip, and turn shapes to demonstrate that the shape remains the same</p> <p><b>Measurement</b>                      Recognize and compare the heights, weights, and length of people or objects                      Recognize how much can be placed within an object                      Use language to describe concepts associated with the passing of time</p> <p><b>Classification and Patterns</b>                      Sort objects that are the same and different into groups                      Describe how groups are similar and different                      Collect data and organize it in a graphic representation                      Recognize patterns</p>
<p>Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.</p>	<p><b>Counting</b>                      Demonstrates that objects, or parts of objects, can be counted                      Use words to rote count from 1 to 30                      Count 1 - 10 items, with one count per item                      Demonstrate that the order of a counting sequence is always the same, regardless of what is counted                      Demonstrate that the last count indicates how many items were counted                      Demonstrate understanding that when counting, items can be chose in any order                      Use verbal ordinal terms                      Verbally identify, without counting, the number of objects from 1 to 5 (subitizing)</p>

Develops increasing ability to count in sequence to 10 and beyond.	<p><b>Counting</b>                  Demonstrates that objects, or parts of objects, can be counted                  Use words to rote count from 1 to 30                  Count 1 - 10 items, with one count per item                  Demonstrate that the order of a counting sequence is always the same, regardless of what is counted                  Demonstrate that the last count indicates how many items were counted                  Demonstrate understanding that when counting, items can be chose in any order                  Use verbal ordinal terms                  Verbally identify, without counting, the number of objects from 1 to 5 (subitizing)</p>
Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	<p><b>Counting</b>                  Demonstrates that objects, or parts of objects, can be counted                  Use words to rote count from 1 to 30                  Count 1 - 10 items, with one count per item                  Demonstrate that the order of a counting sequence is always the same, regardless of what is counted                  Demonstrate that the last count indicates how many items were counted                  Demonstrate understanding that when counting, items can be chose in any order                  Verbally identify, without counting, the number of objects from 1 to 5 (subitizing)                  Recognize one-digit numerals, 0 to 9</p>
Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	<p><b>Adding To/Taking Away</b>                  Use concrete models for adding up to five objects                  Make a verbal word problem for adding up to five objects                  Use concrete models for subtracting 1 to 5 objects from a set</p>
Develops increased abilities to combine, separate and name "how many" concrete objects.	<p><b>Adding To/Taking Away</b>                  Use concrete models for adding up to five objects                  Make a verbal word problem for adding up to five objects                  Use concrete models for subtracting 1 to 5 objects from a set</p>
<b>Geometry &amp; Spatial Sense</b>	<b>OWL Scope of Skills</b>
Begins to recognize, describe, compare and name common shapes, their parts and attributes.	<p><b>Geometry and Spatial Sense</b>                  Name common shapes                  Create shapes</p>
Progresses in ability to put together and take apart shapes.	<p><b>Geometry and Spatial Sense</b>                  Slide, flip, and turn shapes to demonstrate that the shape remains the same</p>
Begins to be able to determine whether or not two shapes are the same size and shape.	<p><b>Geometry and Spatial Sense</b>                  Slide, flip, and turn shapes to demonstrate that the shape remains the same</p>
Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.	<p><b>Geometry and Spatial Sense</b>                  Create shapes                  Slide, flip, and turn shapes to demonstrate that the shape remains the same</p>
Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.	<p><b>Geography</b>                  Use and respond to words that indicate direction and relative position.</p> <p><b>Geometry and Spatial Sense</b></p>

	Demonstrate use of location words
<b>Patterns &amp; Measurement</b>	<b>OWL Scope of Skills</b>
Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.	<b>Classification and Patterns</b> Sort objects tht are the same and different into groups Describe how groups are similar and different
Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	<b>Classification and Patterns</b> Describe how groups are similar and different Collect data and organize it in a graphic representation
Begins to make comparisons between several objects based on a single attribute.	<b>Classification and Patterns</b> Describe how groups are similar and different Collect data and organize it in a graphic representation  <b>Measurement</b> Recognize and compare the heights, weights, and length of people or objects
Shows progress in using standard and non-standard measures for length and area of objects.	<b>Scientific Principles/Thinking/Inquiry</b> Identify and use simple tools, measuring devices, and equipment in investigations, and demonstrate and explain their safe use.  <b>Measurement</b> Recognize and compare the heights, weights, and length of people or objects

<b>SCIENCE</b>	
<b>Scientific Skills &amp; Methods</b>	<b>OWL Scope of Skills</b>
Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.	<b>Scientific Principles/Thinking/Inquiry</b> Identify and use simple tools, measuring devices, and equipment in investigations, and demonstrate and explain their safe use.
Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.	<b>Physical Sciences</b> Describe and compare properties and characteristics of common objects  <b>Life Sciences</b> Describe and compare the characteristics that differentiate living from non-living things  <b>Earth and Space Science</b> Identify and compare earth materials, their properties, and their uses
Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.	<b>Scientific Principles/Thinking/Inquiry</b> Know and apply the concepts, principles, and processes of scientific inquiry Ask questions about objects, organisms, or events in environment Make predictions and perform simple investigations
Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.	<b>Scientific Principles/Thinking/Inquiry</b> Describe and record observations
Begins to describe and discuss predictions, explanations and generalizations based on past experiences.	<b>Scientific Principles/Thinking/Inquiry</b> Make predictions and perform simple investigations
<b>Scientific Knowledge</b>	<b>OWL Scope of Skills</b>
Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.	<b>Physical Sciences</b> Describe and compare properties and characteristics of common objects Investigate and describe states of matter Investigate and describe the position and movement of objects Investigate and describe sources of energy, including light, heat, and electricity  <b>Life Sciences</b> Identify and describe the physical (including body parts and their functions) and behavioral characteristics of organisms, including the relationships of organisms to their environments. Observe and identify the basic requirements of living things Describe and compare the characteristics that differentiate living from non-living things Observe and describe the life cycles of plants and a variety of animals Observe and describe plant animal, and human behavior across seasons.

<p>Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes. (Continued)</p>	<p><b>Earth and Space Science</b>                  Identify and compare earth materials, their properties, and their uses                  Identify and discuss objects in the sky                  Describe forces in nature and the effects of those forces                  Investigate and observe changes in daily weather                  Describe changes in the earth and sky during different types of weather and times of day                  Demonstrate the importance of caring for our environment and planet</p>
<p>Expands knowledge of and respect for their body and the environment.</p>	<p><b>Life Sciences</b>                  Identify and describe the physical (including body parts and their functions) and behavioral characteristics of organisms, including the relationships of organisms to their environments.</p> <p><b>Earth and Space Science</b>                  Demonstrate the importance of caring for our environment and planet</p>
<p>Develops growing awareness of ideas and language related to attributes of time and temperature.</p>	<p><b>Earth and Space Science</b>                  Investigate and observe changes in daily weather                  Describe changes in the earth and sky during different types of weather and times of day</p>
<p>Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</p>	<p><b>Physical Sciences</b>                  Investigate and describe states of matter</p> <p><b>Life Sciences</b>                  Observe and describe the life cycles of plants and a variety of animals                  Observe and describe plant animal, and human behavior across seasons.</p> <p><b>Earth and Space Science</b>                  Describe forces in nature and the effects of those forces                  Describe changes in the earth and sky during different types of weather and times of day</p>

<b>CREATIVE ARTS</b>	
<b>Music</b>	<b>OWL Scope of Skills</b>
Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.	<p><b>Music and Movement</b>                      Participate in group music activities                      Listen to a variety of styles of music alone or with others                      Explore music by playing with musical instruments                      Use movement and music for play and self-expression                      Use movement and dance to show feelings or convey meaning</p> <p><b>Dramatic Expression</b>                      Create or recreate stories, poems, and life-experiences through drama                      Create props and simple costumes to aid in the dramatization of a story                      Use voice and movements to create characters</p>
Experiments with a variety of musical instruments.	<p><b>Music and Movement</b>                      Explore music by playing with musical instruments</p>
<b>Art</b>	<b>OWL Scope of Skills</b>
Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	<p><b>Art</b>                      Use a variety of materials for sensory experience and exploration</p>
Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.	<p><b>Art</b>                      Use a variety of materials for sensory experience and exploration                      Create artwork inspired by his or her imagination or the world around him or her</p>
Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.	<p><b>Art</b>                      Use a variety of materials for sensory experience and exploration                      Notice and use colors shapes, space, textures, and objects in the environment in artwork                      Use art for self-expression                      Create artwork inspired by his or her imagination or the world around him or her                      Describe own artwork</p>
Begins to understand and share opinions about artistic products and experiences.	<p><b>Art</b>                      Describe own artwork                      Comment on the artwork of others</p>
<b>Movement</b>	<b>OWL Scope of Skills</b>
Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	<p><b>Music and Movement</b>                      Use movement and music for play and self-expression                      Use movement and dance to show feelings or convey meaning</p> <p><b>Dramatic Expression</b>                      Create or recreate stories, poems, and life-experiences through drama                      Use voice and movements to create characters</p>
Shows growth in moving in time to different patterns of beat and rhythm in music.	<p><b>Music and Movement</b>                      Use movement and music for play and self-expression                      Use movement and dance to show feelings or convey meaning</p>

<b>Dramatic Play</b>	<b>OWL Scope of Skills</b>
Participates in a variety of dramatic play activities that become more extended and complex.	<b>Dramatic Expression</b> Create or recreate stories, poems, and life-experiences through drama Create props and simple costumes to aid in the dramatization of a story Use voice and movements to create characters
Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	<b>Dramatic Expression</b> Create or recreate stories, poems, and life-experiences through drama Create props and simple costumes to aid in the dramatization of a story Use voice and movements to create characters



<b>SOCIAL &amp; EMOTIONAL</b>	
<b>Self Concept</b>	<b>OWL Scope of Skills</b>
Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	<b>Self Awareness</b> Describe self positively in behavior terms (e.g., "I can buckle my shoes"; "I can pour my juice.") Demonstrate self-direction Select centers or activities based on personal preferences
Develops growing capacity for independence in a range of activities, routines, and tasks.	<b>Self Awareness</b> Demonstrate self-direction Show interest and curiosity in learning new concepts and trying new activities Select centers or activities based on personal preferences
Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	<b>Relationships</b> Show interest in, offer to help, and share pride in accomplishments with teachers
<b>Self Control</b>	<b>OWL Scope of Skills</b>
Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	<b>Social Awareness</b> Participate in solving disagreements Initiate interaction with other children by cooperating, helping, sharing, and expressing interest  <b>Self Regulation</b> <b>Exhibit control of behavior</b> Participate in the development of and follow classroom rules and routines Resolve disagreements appropriately Communicate appropriately to make needs known  <b>Social Interaction</b> Initiate problem-solving strategies
Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	<b>Social Awareness</b> Demonstrate empathy and caring for others
Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.	<b>Self Regulation</b> <b>Exhibit control of behavior</b> Participate in the development of and follow classroom rules and routines Manage transition, participate in routines, and adapt to change in routines Handle classroom materials respectfully and appropriately Put away classroom materials and personal items appropriately
<b>Cooperation</b>	<b>OWL Scope of Skills</b>
Increases abilities to sustain interactions with peers by helping, sharing and discussion.	<b>Social Awareness</b> Initiate interaction with other children by cooperating, helping, sharing, and expressing interest  <b>Self Regulation</b> <b>Exhibit control of behavior</b> Communicate appropriately to make needs known  <b>Exhibit control of emotions</b> Use words to express feelings and resolve conflicts
Increases abilities to sustain	

interactions with peers by helping, sharing and discussion. (Continued)	<p><b>Social Interaction</b>                  Participate successfully as a group member                  Can take turns</p>
Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.	<p><b>Social Awareness</b>                  Ask questions and make comments that indicate understanding that peers may have a different perspective than themselves                  Participate in solving disagreements                  Initiate interaction with other children by cooperating, helping, sharing, and expressing interest</p> <p><b>Social Interaction</b>                  Participate successfully as a group member                  Initiate interactions with peers                  Can take turns</p>
Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.	<p><b>Social Awareness</b>                  Initiate interaction with other children by cooperating, helping, sharing, and expressing interest</p> <p><b>Social Interaction</b>                  Participate successfully as a group member                  Initiate interactions with peers                  Can take turns</p>
<b>Social Relationships</b>	<b>OWL Scope of Skills</b>
Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	<p><b>Social Interaction</b>                  Greet teacher in the morning and say goodbye when leaving                  Engage in conversation with an adult                  Seek adult assistance appropriately</p> <p><b>Relationships</b>                  Show interest and caring toward family members (e.g. making a card for a family member while at school or saying "This picture is for my Mom.")                  Relate feelings to and seek assistance from teachers                  Show interest in, offer to help, and share pride in accomplishments with teachers</p>
Shows progress in developing friendships with peers.	<p><b>Relationships</b>                  Begin to have friendships</p>
Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	<p><b>Social Awareness</b>                  Demonstrate empathy and caring for others</p>
<b>Knowledge of Families &amp; Communities</b>	<b>OWL Scope of Skills</b>
Develops ability to identify personal characteristics including gender, and family composition.	<p><b>Self Awareness</b>                  Describe basic characteristics of self, such as hair color, eye color, and gender</p> <p><b>People Past and Present</b>                  Identify similarities and differences in characteristics of families and begin to understand family needs, roles, jobs, and relationships.</p>

<p>Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.</p>	<p><b>People Past and Present</b>          Identify similarities and differences in characteristics of people (the activities, language, physical characteristics, and likes and dislikes of family members, peers, and other familiar people ). Identify similarities and differences in characteristics of families and begin to understand family needs, roles, jobs, and relationships.</p>
<p>Develops growing awareness of jobs and what is required to perform them.</p>	<p><b>People Past and Present</b>          Identify similarities and differences in characteristics of families and begin to understand family needs, roles, jobs, and relationships.</p> <p><b>Economics</b>          Apply knowledge of classroom responsibilities by participating in classroom jobs.</p>
<p>Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.</p>	<p><b>Geography</b>          Identify and describe common features in the home, school, and community environment and create simple representations of these.</p>

<b>APPROACHES TO LEARNING</b>	
<b>Initiative &amp; Curiosity</b>	<b>OWL Scope of Skills</b>
Chooses to participate in an increasing variety of tasks and activities.	<b>Self Awareness</b> Demonstrate self-direction Show interest and curiosity in learning new concepts and trying new activities
Develops increased ability to make independent choices.	<b>Self Awareness</b> Describe self positively in behavior terms (e.g., "I can buckle my shoes"; "I can pour my juice.") Demonstrate self-direction Select centers or activities based on personal preferences
Approaches tasks and activities with increased flexibility, imagination and inventiveness.	<b>Music and Movement</b> Use movement and music for play and self-expression  <b>Social Awareness</b> Initiate interaction with other children by cooperating, helping, sharing, and expressing interest
Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.	<b>Self Awareness</b> Show interest and curiosity in learning new concepts and trying new activities  <b>Social Awareness</b> Initiate interaction with other children by cooperating, helping, sharing, and expressing interest
<b>Engagement &amp; Persistence</b>	<b>OWL Scope of Skills</b>
Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	<b>Self Awareness</b> Understand personal abilities and limitations (e.g., tries again to walk the balance beam, after stepping off several times on the first try; asks for help when it is needed; says, "I couldn't use a fork when I was little")
Demonstrates increasing ability to set goals and develop and follow through on plans.	<b>Self Awareness</b> Understand personal abilities and limitations (e.g., tries again to walk the balance beam, after stepping off several times on the first try; asks for help when it is needed; says, "I couldn't use a fork when I was little") Demonstrate self-direction
Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.	<b>Self Awareness</b> Demonstrate self-direction  <b>Exhibit control of attention</b> Sustain attention to an activity appropriate to age Complete an activity before selecting a different activity Listen attentively to stories and instructions
<b>Reasoning &amp; Problem Solving</b>	<b>OWL Scope of Skills</b>
Develops increasing ability to find more than one solution to a question, task or problem.	<b>Social Interaction</b> Initiate problem-solving strategies

<p>Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p>	<p><b>Social Awareness</b> Participate in solving disagreements</p> <p><b>Social Interaction</b> Seek adult assistance appropriately Initiate problem-solving strategies</p> <p><b>Relationships</b> Relate feelings to and seek assistance from teachers</p>
<p>Develops increasing abilities to classify, compare and contrast objects, events and experiences.</p>	<p><b>Construct Meaning from Text</b> Categorize and classify information Understand cause and effect relationships Compare and contrast information</p> <p><b>Physical Sciences</b> Describe and compare properties and characteristics of common objects</p> <p><b>Life Sciences</b> Describe and compare the characteristics that differentiate living from non-living things</p> <p><b>Earth and Space Science</b> Identify and compare earth materials, their properties, and their uses</p>

<b>PHYSICAL HEALTH &amp; DEVELOPMENT</b>	
<b>Fine Motor Skills</b>	<b>OWL Scope of Skills</b>
Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.	<b>Fine Motor Development</b> Demonstrate fine-motor control when performing simple tasks Use pincer control to manipulate objects Use a variety of tools to build grasp-and-release skill Demonstrate ability to perform self-help tasks (buttoning, zipping, snapping) Draw recognizable pictures and shapes
Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.	<b>Fine Motor Development</b> Demonstrate fine-motor control when performing simple tasks Demonstrate eye-hand coordination to perform fine-motor tasks Use pincer control to manipulate objects Use a variety of tools to build grasp-and-release skill Demonstrate ability to perform self-help tasks (buttoning, zipping, snapping) Draw recognizable pictures and shapes
Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.	<b>Art</b> Use a variety of materials for sensory experience and exploration  <b>Fine Motor Development</b> Demonstrate fine-motor control when performing simple tasks Demonstrate eye-hand coordination to perform fine-motor tasks Use pincer control to manipulate objects Use a variety of tools to build grasp-and-release skill
<b>Gross Motor Skills</b>	<b>OWL Scope of Skills</b>
Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	<b>Gross Motor Development</b> Develop stamina and flexibility Demonstrate ability to maintain balance Can stand and hop on one foot Can walk, jog, jump, gallop, and skip Coordinate body movements to perform simple tasks Control personal speed and directionality Move from one space to another in a variety of ways (running, jumping, hopping skipping) Move in rhythm to simple tunes and music patterns
Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	<b>Gross Motor Development</b> Develop stamina and flexibility Demonstrate ability to maintain balance Coordinate body movements to perform simple tasks Control personal speed and directionality Move from one space to another in a variety of ways (running, jumping, hopping skipping) Move in rhythm to simple tunes and music patterns
<b>Health Status &amp; Practices</b>	<b>OWL Scope of Skills</b>
Progresses in physical growth, strength, stamina, and flexibility.	<b>Gross Motor Development</b> Develop stamina and flexibility

<p>Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.</p>	<p><b>Gross Motor Development</b>                  Develop stamina and flexibility                  Demonstrate ability to maintain balance                  Can stand and hop on one foot                  Can walk, jog, jump, gallop, and skip                  Coordinate body movements to perform simple tasks                  Control personal speed and directionality                  Move from one space to another in a variety of ways (running, jumping, hopping skipping)                  Move in rhythm to simple tunes and music patterns</p>
<p>Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.</p>	<p><b>Personal Safety and Health</b>                  Practice good habits of personal safety                   Practice good habits of personal health and hygiene, including habits of good nutrition and exercise</p>
<p>Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.</p>	<p><b>Personal Safety and Health</b>                  Practice good habits of personal safety</p>