

SmartStart combines independent online learning with in-class, hands-on activities for a comprehensive PreK experience. With online and in-class activities, SmartStart meets many national and state early learning standards. (See <http://help.waterford.org/resources/> for specific correlations.)

OVERVIEW	
CREATIVE EXPRESSION	<ul style="list-style-type: none"> • Dance & Movement • Drama & Storytelling • Music • Visual Arts
HEALTH & PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> • Health & Safety: Healthy Habits, Nutrition & Meals, Safety • Gross Motor Skills • Fine Motor Skills
LANGUAGE	<ul style="list-style-type: none"> • Receptive Language • Expressive Language • Vocabulary
LITERACY	<ul style="list-style-type: none"> • Alphabet Knowledge: Alphabet, Name • Digital Literacy • Emergent Writing • Phonological Awareness: Sound Awareness, Words & Compound Words, Rhyme, Syllables • Phonological Awareness/Phonemic Awareness: Alliteration & Blending • Print Knowledge • Reading Comprehension
MATH & NUMERACY	<ul style="list-style-type: none"> • Numbers & Counting • Numeracy & Number Relationships • Operations & Algebraic Thinking: Logic & Mathematical Reasoning, Patterns & Classification • Measurement & Data • Geometry & Spatial Sense: Shapes, Position
SCIENCE & ENGINEERING	<ul style="list-style-type: none"> • Earth Science (Including Weather) • Life Science: Animals, Humans, Living & Nonliving, Plants • Physical Science & Engineering • Scientific Inquiry: Curiosity, Observation, Investigation
SOCIAL & EMOTIONAL LEARNING	<ul style="list-style-type: none"> • Self Concept & Independence • Emotional Functioning • Social Awareness • Social Skills
LEARNING MINDSET	<ul style="list-style-type: none"> • Self Regulation (Rules, Routines, and Responsibility) • Executive Function (Attention, Flexibility, Inhibition, Memory, Persistence, and Problem-Solving)

CREATIVE EXPRESSION

DANCE & MOVEMENT

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| <ul style="list-style-type: none"> • Starts and stops on cue • Moves to a beat • Moves in opposing ways (fast, slow, etc.) • Maintains personal space while moving • Uses props to create movements to music • Uses movement to explore new knowledge • Identifies a given body part and moves it on request | <ul style="list-style-type: none"> • Uses dance or movement to explore or extend knowledge • Imitates and mirrors movements • Performs sequence of actions • Participates in guided improvisation • Makes observations about movement | <ul style="list-style-type: none"> • Moves in general space while maintaining personal space • Moves from one space to another in a variety of ways • Uses body to respond to music • Demonstrates respectful audience skills during performances |
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DRAMA & STORYTELLING

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| <ul style="list-style-type: none"> • Acts out a familiar story • Plays familiar real-life roles and situations • Problem solves to sustain dramatic play • Applies planning, persistence, and problem-solving to dramatic play • Demonstrates respectful audience skills during storytelling | <ul style="list-style-type: none"> • Creates props and materials from nonrepresentational materials • Dramatizes familiar story • Engages in pretend/dramatic play • Participates in stories and dramatic performances from a variety of cultures | <ul style="list-style-type: none"> • Makes observations about culturally diverse storytelling and dramatic performances • Uses nonrepresentational materials to create props, costumes, etc. • Alters voice to act out different characters • Makes connections with a dramatic experience |
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MUSIC

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| <ul style="list-style-type: none"> • Explores and experiences a variety of music • Explores a variety of musical forms, including rhythm instruments • Experiences different music styles • Plays instruments • Starts and stops playing/singing on cue • Identifies and explores contrasts in pitch (high and low) | <ul style="list-style-type: none"> • Identifies and explores contrast in tempo (speed) • Participates in read-alouds about music • Performs music with expression • Explores contrast in volume • Claps or taps out rhythmic patterns • Imitates or improvises sounds, patterns, or songs • Participates in classroom music explorations | <ul style="list-style-type: none"> • Expresses and explains musical preferences • Identifies and explores contrasts in volume or dynamics • Identifies musical elements • Responds to instruction • Makes/Creates musical instruments |
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VISUAL ARTS

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| <ul style="list-style-type: none"> • Demonstrates safe and appropriate use and care of art materials • Creates art that explores space • Manipulates modeling clay • Develops vocabulary to discuss art forms • Develops art vocabulary • Explores art materials • Explores elements of art: texture, color, and line | <ul style="list-style-type: none"> • Uses a variety of materials to create art • Explores mixing colors • Explores primary colors • Acquires specialized art vocabulary • Shows sensitivity to shades of meaning • Creates art that explores texture • Uses art to explore new or prior knowledge | <ul style="list-style-type: none"> • Describes own work • Engages in self-directed creative making • Discusses intentions • Recognizes/Discusses reasons for saving and caring for art • Views art and displays • Makes thoughtful observations about diverse artwork |
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HEALTH & PHYSICAL DEVELOPMENT

HEALTH & SAFETY

HEALTHY HABITS

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| <ul style="list-style-type: none"> • Washes hands with soap and warm water • Practices good personal hygiene • Explains basic sun safety • Understands the importance of exercise • Explains that germs make us sick • Explains that people need exercise and rest | <ul style="list-style-type: none"> • Understands the importance of avoiding germs to stay healthy, sneezes into shoulder, and uses tissues to blow nose • Demonstrates awareness of cleanliness, including washing and bathing • Independent dressing skills | <ul style="list-style-type: none"> • Puts on shoes and socks • Role-plays doctor visits and routine health screening • Understands the importance of dental care; brushes teeth independently and effectively • Dresses appropriately for the weather |
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NUTRITION & MEALS

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| <ul style="list-style-type: none"> • Practices good table manners • Participates in preparing healthy snacks • Explores a variety of foods from different food groups | <ul style="list-style-type: none"> • Identifies and discusses healthy foods • Explores food groups |
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SAFETY

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| <ul style="list-style-type: none"> • Understands warning signs and symbols • Uses safety goggles • Identifies and interacts with community helpers • Practices basic safety procedures • Knows how to call 911 for help • Role-plays and discusses potential dangers | <ul style="list-style-type: none"> • Practices and follows class emergency procedures • Practices identifying trustworthy adults • Practices saying “No!” and seeking help when appropriate • Understands that body parts covered by a bathing suit are private | <ul style="list-style-type: none"> • Displays a healthy respect for traffic and parking lots • Identifies and warns others of potential dangers • Demonstrates awareness of universal choking sign • Discusses water safety |
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GROSS MOTOR SKILLS

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| <ul style="list-style-type: none"> • Develops muscular strength and coordination • Develops balance • Moves and stops with control over speed and direction • Maintains balance while changing direction or position | <ul style="list-style-type: none"> • Hops, jumps, gallops (coordinated large-muscle locomotion) • Demonstrates good balance control • Demonstrates strength and coordination • Walks on balance beam, curb or log | <ul style="list-style-type: none"> • Catches, kicks, and bounces ball (coordinated temporal and spatial movements) • Reaches, twists, turns, and bends (axial movements) • Pedals, climbs, pumps on swing (coordinated large muscle) |
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FINE MOTOR SKILLS

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| <ul style="list-style-type: none"> • Holds scissors properly • Pours liquids accurately • Cuts along a straight line • Cuts out shapes • Coordinates hand-eye movement | <ul style="list-style-type: none"> • Sorts data by size • Practices pincer grip and scissor skills • Strengthens and controls hand muscles by manipulating objects |
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LANGUAGE

RECEPTIVE LANGUAGE

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| <ul style="list-style-type: none"> • Follows whole-group instruction • Shows comprehension • Comprehends simple time intervals • Turns and talks | <ul style="list-style-type: none"> • Answers Yes or No questions • Plays follow-the-leader • Follows instructions that specify all and none/not any • Comprehends sequential language | <ul style="list-style-type: none"> • Answers who, what and why questions verbally • Understands multi-phrase sentences • Participates in games |
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EXPRESSIVE LANGUAGE

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| <ul style="list-style-type: none"> • Uses agreed upon conventions during whole- and small-group discussions (raises hand, waits to be called on, stays on topic, etc.) • Practices introducing self • Uses descriptive language • Uses past tense • Masters letter sounds • Extends sentences | <ul style="list-style-type: none"> • Talks self through new or difficult tasks • Uses pronouns <i>I</i>, <i>You</i>, and <i>My</i> correctly • Describes familiar objects • Uses common verbs • Uses prepositions like “on” and “off” • Uses expressive language • Combines sentences to indicate sequencing • Participates in dialogic reading | <ul style="list-style-type: none"> • Possesses social conversation skills • Adapts speech to context • Offers clear explanations • Adds drawings for additional detail • Uses comparative speech • Waits until a teacher finishes a conversation with an adult before talking • Gives directions and narrates activities |
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VOCABULARY

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| <ul style="list-style-type: none"> • Describes familiar things with detail • Asks and answers questions about unknown/unfamiliar words • Uses a new word to describe or rephrase • Makes real world connections with vocabulary words • Uses new words while acting out a story • Uses a new word to describe an action • With support, asks and answers questions about unfamiliar words in read-alouds • Uses a new word in a discussion | <ul style="list-style-type: none"> • Discusses new words in relation to known words and categories • Uses appropriate sentence structure • Spontaneously uses new words in play • Demonstrates understanding of new words • Describes new objects by using the name of the object and what it does • Uses new vocabulary to describe events • Identifies 1-2 synonyms for very familiar words • Predicts meaning of new words from context • Uses new vocabulary to identify favorite part | <ul style="list-style-type: none"> • Comprehends and uses classroom language, like compare • Makes real-life connections between words and their use • Describes field trip using content words • Identifies common antonyms • Uses content-specific words • Identifies which object doesn’t belong • Understands and uses academic language • Uses category labels (part/whole, object/function, object/location) |
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LITERACY		
ALPHABET KNOWLEDGE		
ALPHABET		
<ul style="list-style-type: none"> • Demonstrates understanding of letters and the alphabet sequence • Recognizes and names capital letters • Sings the alphabet song • Recognizes and forms capital letters 	<ul style="list-style-type: none"> • Matches short vowel sound to letter • Participates in Alphabet Knowledge Centers • Recognizes lowercase letters • Matches capital and lowercase versions of the same letter 	<ul style="list-style-type: none"> • Recognizes and forms lowercase letters • Knows letter-sound relationships • Matches letters to their sounds
NAME		
<ul style="list-style-type: none"> • Recognizes own name • Demonstrates name recognition 		
DIGITAL LITERACY		
<ul style="list-style-type: none"> • Order letters to spell name • Accesses and navigates applications • Uses the computer to find information • Knows how to delete and change computer entries • Uses basic technology terms in everyday speech 	<ul style="list-style-type: none"> • Understands that passwords should be private • Practices telling a trusted adult if something unexpected or uncomfortable happens • With guidance, shares and discusses digital products 	
EMERGENT WRITING		
<ul style="list-style-type: none"> • Demonstrates proper pencil grip • Forms letters properly • Experiments with marks meant to convey meaning • Writes for a growing variety of purposes 	<ul style="list-style-type: none"> • Writes/illustrates/dictates stories and/or journal entries • Composes signs or lists as a part of play activities 	<ul style="list-style-type: none"> • Writes invitation, birthday, or thank you cards • Writes and/or dictates about special events or field trips, real or imagined
PHONOLOGICAL AWARENESS		
SOUND AWARENESS		
<ul style="list-style-type: none"> • Identifies, discriminates between, and sequences/orders sounds • Explores medial sound awareness 	<ul style="list-style-type: none"> • Writes increasingly sophisticated text, including invented spelling • Discriminates between sounds 	
WORDS & COMPOUND WORDS		
<ul style="list-style-type: none"> • Segments short sentences into words • With support, slaps out words in a sentence • Blends two spoken words into a compound word 	<ul style="list-style-type: none"> • Blends compound words • Segments compound words • Sorts words into short and long words 	

RHYME		
<ul style="list-style-type: none"> • Demonstrates rhyme awareness • Identifies spoken rhymes • Participates in rhyme play • Supplies rhyming words 	<ul style="list-style-type: none"> • Discriminates between rhyme and non-rhyme • Produces nonsense rhymes • Participates in rhyming games 	
SYLLABLES		
<ul style="list-style-type: none"> • Sorts words into short and long words • Blends syllables into a whole word • Segments syllables in spoken words 	<ul style="list-style-type: none"> • Blends syllables • Segments syllables • Blends 2 or 3 syllables into a word 	
PHONOLOGICAL AWARENESS/PHONEMIC AWARENESS		
ALLITERATION & BLENDING		
<ul style="list-style-type: none"> • Demonstrates initial sound awareness • Tells if words begin with the same sound • Onset-Rime • Blends onset (initial consonant or consonants) and rime (vowel to end) into familiar one-syllable words • Initial sounds 	<ul style="list-style-type: none"> • Hears two words and tells if they begin with the same sound • Explores final sound awareness • Final sounds • Demonstrates final sound awareness • Medial sounds 	<ul style="list-style-type: none"> • Explores medial sound awareness • Blending phonemes • Blends phonemes to make familiar one-syllable words • Blends phonemes to make words
PRINT KNOWLEDGE		
<ul style="list-style-type: none"> • Reads daily schedule and calendar • Understands that print carries a message • Writes daily message as class • Follows words from left-to-right, top-to-bottom, page-by-page (Print Directionality) • Understands that letters are grouped to form words, separated by spaces 	<ul style="list-style-type: none"> • Points to word in story being read • Explains purpose and use of book covers • Understands functions of authors and illustrators • Print concepts • Recognizes environmental print 	<ul style="list-style-type: none"> • Makes one-to-one word substitutions in stories and poems • Capitalizes the pronoun “I” • Recognizes the power word “I” • Demonstrates understanding of print conventions
READING COMPREHENSION		
<ul style="list-style-type: none"> • Maintains engagement during group read-alouds for 15–20 minutes • Uses evidence to identify/analyze/predict a character’s feelings, intentions, or behavior • Listens and participates in interactive read-alouds 	<ul style="list-style-type: none"> • Listens to repeated readings of favorite books • Makes a connection between new information and prior knowledge • Uses real-world vocabulary • Predicts based on narrative pattern 	<ul style="list-style-type: none"> • Constructs meaning based on evidence • Relates own experiences to facts read in books

MATH & NUMERACY

NUMBERS & COUNTING

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| <ul style="list-style-type: none"> • Moves, touches, and/or points to one object per number count, using one-to-one correspondence • Counts items arranged symmetrically (in an array) • Comprehends that objects may be counted in any order • Subitizes: Effortlessly recognizes small quantities • Comprehends that arrangement of items does not affect quantity • Knows last count tells how many • Understands that numbers tell how many • Counts on fingers • Recognizes and writes numerals • Understands that each successive number represents one more | <ul style="list-style-type: none"> • Understands concept of a pair • Recognizes and writes numerals to 12 • Counts out a specified number of objects from a larger quantity • Associates quantity of objects with a written numeral • Associates a quantity of objects 1-5 with a written numeral • Fluently recognizes and represents quantity in multiple forms (number frame, numeral, graphic, dots, etc.) • Uses one-to-one correspondence to match and compare sets • Counts backwards from 10 | <ul style="list-style-type: none"> • Writes numerals 0-15 • Recites number words in order to 20 • Demonstrates that quantity holds true across arrangements • Associates quantities 0-15 with a written numeral • Counts scattered items • Counts items in a line • Counts 1-15 items with one count per item • Distributes up to 10 items equally between friends (that's one for you, and one for me) |
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NUMERACY & NUMBER RELATIONSHIPS

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| <ul style="list-style-type: none"> • Understands that each successive number represents one more • Understands that each successive number name refers to a quantity that is one larger • Orders quantities • Identifies numbers plus one • Compares quantities | <ul style="list-style-type: none"> • Explores composing and decomposing numbers • Identifies numbers in relation to benchmarks (5 and 10) • Composes and decomposes numbers • Identifies number pairs that total a given sum • Identifies the relationship of one quantity or number with another as more, less/fewer, or equal | <ul style="list-style-type: none"> • Identifies relationship between numerals as more or less • Identifies which quantity is less • Explores numbers as 10s and 1s • Explores groups of 10s and 1s • Identifies numbers plus/minus 1 and 2 |
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OPERATIONS & ALGEBRAIC THINKING

LOGIC & MATHEMATICAL REASONING

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| <ul style="list-style-type: none"> • Counts on from a specified number • With support, counts on from a number greater than 1 • Finds the quantity that must be added to make 10 by using objects or drawings | <ul style="list-style-type: none"> • Uses mathematical language • Uses logic/mathematical reasoning to solve a problem • Uses concrete models for taking away objects | <ul style="list-style-type: none"> • Finds the quantity that must be added to make 5, then 10, by using objects or drawings • Demonstrates or explains reasoning used to solve a problem |
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PATTERNS & CLASSIFICATION		
<ul style="list-style-type: none"> Matches similar objects, using the words “same” and “different” Sorts objects by attribute Sorts objects by multiple attributes Creates own repeating patterns 	<ul style="list-style-type: none"> Duplicates and extends simple pattern Claps or marches in time to music to show recognition of pattern Matches/Matching 	
MEASUREMENT & DATA		
<ul style="list-style-type: none"> Uses symbols to represent data on a graph Places concrete objects on a chart Compares data on charts or graphs Recognizes and compares heights, lengths, or sizes Orders objects by height or weight 	<ul style="list-style-type: none"> Measures using the same unit Recognizes and compares weights of objects and people Uses mathematical language to describe data: more, less, longer, shorter 	<ul style="list-style-type: none"> Recognizes and compares capacity Orders 2-5 objects based on measurable attributes
GEOMETRY & SPATIAL SENSE		
SHAPES		
<ul style="list-style-type: none"> Names and describes basic shapes (circle, square, triangle, and rectangle) in terms of number and length of sides Builds shapes from components Explores properties of shapes 	<ul style="list-style-type: none"> Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes Breaks apart shapes Slides, flips, and turns shapes to demonstrate that they remain the same 	<ul style="list-style-type: none"> Breaks apart shapes to make real-world objects and other shapes Puts shapes together to make real-world objects and other shapes
POSITION		
<ul style="list-style-type: none"> Comprehends and uses positional words Finds solutions for spatial problems with blocks, LEGOs, etc. 	<ul style="list-style-type: none"> Comprehends spatial relationships Uses position words correctly Explores spatial problems 	

SCIENCE & ENGINEERING		
EARTH SCIENCE (INCLUDING WEATHER)		
<ul style="list-style-type: none"> • Explores the relationship between sunlight, shade, and sun • Explores the properties of light • Explores the relationship between sunlight, shade, and shadows 	<ul style="list-style-type: none"> • Sunlight creates light and warmth • Explores the properties and uses of water • Explores water cycle • Introduced to the water cycle 	<ul style="list-style-type: none"> • Understands importance of clean drinking water • Explores properties of clouds
LIFE SCIENCE		
ANIMALS		
<ul style="list-style-type: none"> • Distinguishes between plants and animals • Identifies characteristics of vertebrates • Identifies characteristics of mammals • Identifies characteristics of birds • Identifies characteristics of fish 	<ul style="list-style-type: none"> • Describes characteristics and habitat of amphibians • Identifies characteristics of amphibians • Identifies characteristics of reptiles • Identifies insects • Identifies characteristics of invertebrates 	<ul style="list-style-type: none"> • Identifies insect characteristics • Identifies characteristics of spiders • Identifies the characteristics of worms
HUMANS		
<ul style="list-style-type: none"> • Demonstrates knowledge of basic body parts and functions 		
LIVING & NONLIVING		
<ul style="list-style-type: none"> • Observes that living things move and grow • Observes that living things need water, air, and nutrients 	<ul style="list-style-type: none"> • Observes living things that move and grow • Understands the needs of living things • Knows that living things grow 	
PLANTS		
<ul style="list-style-type: none"> • Distinguishes between plants and animals • Identifies plant uses • Understands that plants need water, nutrients, and sun 	<ul style="list-style-type: none"> • Identifies plant parts (seed, stem, roots, leaves) • Identifies ways that plants are useful to people 	
PHYSICAL SCIENCE & ENGINEERING		
<ul style="list-style-type: none"> • Solves structural problems • Explores properties of reflective/non-reflective objects • Understands that objects have properties: float or sink 	<ul style="list-style-type: none"> • Explores relationship between form and function • Recognizes and explores cause and effect relationships • Understands weight as a characteristic of objects 	

SCIENTIFIC INQUIRY		
CURIOSITY		
<ul style="list-style-type: none"> • Uses scientific practice terms (investigate) • Understands that scientists ask and answer questions • With support, helps plan an investigation • With support, plans the steps of an investigation 	<ul style="list-style-type: none"> • Uses descriptive words with precision • Makes a prediction • Uses scientific terms like gills and vertebrate with precision 	<ul style="list-style-type: none"> • Reviews and documents prior knowledge • With support, lists and acquires materials for investigation
OBSERVATION		
<ul style="list-style-type: none"> • Use senses to observe and gather information • Uses sight to make observations • Uses hand lens • Explore sense of sight • Uses sense of hearing to make observations • Explores the sense of hearing 	<ul style="list-style-type: none"> • Makes observations based on the sense of taste • Uses sounds to make observations • Explores the sense of touch • Uses touch to make observations • Uses sense of smell • Uses sense of taste 	<ul style="list-style-type: none"> • Uses thermometer to show similarities and differences • Uses observational tools • Practices using observational tools, including a stethoscope • Uses digital tools to make observations
INVESTIGATION		
<ul style="list-style-type: none"> • Collects, describes, and records information • Sorts plants and animals • With help, measures and compares lengths • Explains data and draws conclusions • Identifies data patterns (plants have stems, roots, and leaves) • Uses three-dimensional models • Represents data with a picture or diagram • Constructs three-dimensional models 	<ul style="list-style-type: none"> • Sorts animals into groups based on body parts and functions • Gathers and represents data with chart or graph • Sorts items into groups by attributes • Uses senses and simple tools to gather and represent data • Represents data mathematically • Performs an experiment • Reports data and draws conclusions 	<ul style="list-style-type: none"> • Represents data with a 3D model • Uses time to quantify similarities and differences • Gathers and records data with text • Uses measurement tools to quantify similarities and differences in weight • Measures and compares capacity

SOCIAL & EMOTIONAL LEARNING

SELF CONCEPT & INDEPENDENCE

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| <ul style="list-style-type: none"> • Reflects on own actions and efforts • Chooses and plans activities according to personal interests and preferences • Accesses and uses SmartStart independently • Makes choices and engages in independent activities | <ul style="list-style-type: none"> • Demonstrates self-efficacy • Identifies personal characteristics, preferences, thoughts, and feelings • Maintains designated personal space • Monitors others during movement • Describes self in terms of specific skills, talents, and competencies | <ul style="list-style-type: none"> • Voices choices and opinions, including appropriate refusals • Asks adults or peers for help when appropriate • Shows satisfaction or seeks acknowledgment at completion |
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EMOTIONAL FUNCTIONING

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| <ul style="list-style-type: none"> • Uses feeling words • Labels character emotions • Enjoys participating in activities that stimulate positive emotions • Assigns appropriate emotions to facial expressions of sadness, anger, surprise, and happiness | <ul style="list-style-type: none"> • Recognizes and accurately labels emotions • Uses words to express feelings • Demonstrates increased ability to control and resolve emotions | <ul style="list-style-type: none"> • Uses appropriate strategies to decrease level of distress • Controls/Regulates and resolves emotions • Identifies characters' feelings |
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SOCIAL AWARENESS

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| <ul style="list-style-type: none"> • Participates in group activities • Aware of school • Follows food from farm to table • Identifies self as a member of a class • Role-plays community businesses, like restaurants • Explores the use of money • Communicates effectively with speakers of other languages, e.g., gestures and facial expressions • Compares own and others' preferences • Participates in voting • Explores representations of familiar environments • Engages with a variety of languages • Comprehends previously learned words in a new language | <ul style="list-style-type: none"> • Identifies members of household and their roles • Identifies family members and their roles • Shares family stories and traditions • Participates in class discussions of varying cultures and traditions • Recognizes changes in self and others over time • Explores buying and selling • Understands that people work for pay • Uses simple greetings, words, and phrases in language other than own • Identifies self as a member of family • Uses visual cues to identify how other children are feeling | <ul style="list-style-type: none"> • Explores physical representations of neighborhood • Recognizes change over time • Learns about community • Identifies similarities and differences between self and classmates • Asks questions to discover others' perspectives • Discusses the meaning and proper care of national flags • Votes to make a decision as a class or small group • Develops awareness of physical features of environment • Looks forward to and participates in special class and school events |
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SOCIAL SKILLS

- Demonstrates a desire to be helpful
- Brainstorms/proposes multiple solutions
- Greets teacher in the morning and says goodbye when leaving
- Participates in group activities, tasks, and play
- Takes turns
- Practices play skills
- Practices meeting and greeting people
- Practices graceful refusals/gives and accepts graceful refusals
- Practices kindness
- Applies friendship skills
- Practices empathy
- Demonstrates awareness of social conventions
- Recognizes and proposes solutions to social problems
- Recognizes and describes social and academic problems
- Attempts to resolve social problems by sharing
- Chooses to work with a friend
- Interacts meaningfully with a variety of playmates
- Demonstrates kindness and concern for others
- Uses please, thank you, and excuse me, as appropriate
- Respects teacher's authority
- Actively seeks out play partners
- Follows the lead of others when joining ongoing play
- Follows conflict resolution steps with teacher's guidance
- Identifies and attempts to resolve social problems
- Plays games with rules
- Shows evidence of enjoying other children
- Expresses pleasure at spending time with friends

LEARNING MINDSET

SELF-REGULATION (RULES, ROUTINES, AND RESPONSIBILITY)

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| <ul style="list-style-type: none"> • Follows arrival routine with increasing independence • Demonstrates sense of day's sequence of activities • Demonstrates awareness of schedule and sequence • Recognizes the reason for rules at home and at school • Participates in the development of classroom rules • Respects others' work spaces and time with shared materials | <ul style="list-style-type: none"> • Begins cleanup at teacher's signal • Responds to teacher signals • Cleans up after self • Abides transitions • Follows center instructions • Cleans up and puts materials in proper places • Follows arrival and dismissal routines with increasing independence • Familiar with classroom routines | <ul style="list-style-type: none"> • Spontaneously adapts behavior to context • Assumes responsibilities of a class member • Describes effect of own behavior on others • Demonstrates increasing sensitivity to context and consequence • Is truthful |
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EXECUTIVE FUNCTION (ATTENTION, FLEXIBILITY, INHIBITION, MEMORY, PERSISTENCE, AND PROBLEM-SOLVING)

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| <ul style="list-style-type: none"> • Eager to learn about and discuss a range of topics, ideas, and activities • Waits for turn or permission before communicating (doesn't interrupt) • Persists at tasks that are difficult or disliked • Manages transitions • Delays gratification • Engages in challenging activities • Demonstrates ability to stop responses • Listens to other children | <ul style="list-style-type: none"> • Demonstrates curiosity and openness to new ideas and strategies • Demonstrates flexibility • Attempts to match actions with words • Corrects teacher who makes a "mistake" • Inhibits (stops) impulsive responses • Waits for materials to be distributed • Waits for turn with desired toy or activity • Eager to try new things/activities • Willing to challenge self | <ul style="list-style-type: none"> • Willing to participate in new activities • Makes needs known in a socially acceptable way • Asks for help • Demonstrates initiative • Attends to peer responses • Recalls details • Maintains concentration during Circle Time • Maintains absorption in self-selected task • Willing to participate in new experiences |
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This visual representation provides an overview of skills students encounter as they move through the SmartStart.

AREA	SKILL	ENCOUNTERED DURING LEVEL(S)	APPROXIMATE LOCATION									
			SS 1 0-33%			SS 2 34-66%			SS 3 67-100%			
LANGUAGE AND LITERACY												
Alphabet Knowledge	Alphabet Automaticity	SS 2-SS 3										
	Capital Letters Recognition	SS 1										
	Capital Letters Mastery	SS 2-SS 3										
	Letter Sounds	SS 3										
	Lowercase Letters Recognition and Mastery	SS 2-SS 3										
	Name Recognition	SS 1										
Phonological Awareness	Rhyme	SS 1										
	Blending	SS 2-SS 3										
	Initial and Final Sounds	SS 3										
	Syllables	SS 2										
	Compound Words	SS 1										
Print Knowledge	Print Concepts	SS 1										
Vocabulary and Comprehension	Vocabulary and Comprehension	SS 1-SS 3										
MATHEMATICS												
Geometry and Spatial Sense	Position	SS 1-SS 2										
	Shapes	SS 1										
Measurement and Data	Big and Little	SS 1										
	Length	SS 1										
	Tall and Short	SS 2										
	Heavy and Light	SS 3										
	Make Comparisons	SS 3										
	Order Size	SS 3										
	Capacity	SS 3										

AREA	SKILL	ENCOUNTERED DURING LEVEL(S)	APPROXIMATE LOCATION								
			PR-1	PR-2	PR-3	BR-1	BR-2	BR-3	FR-1	FR-2	FR-3
MATHEMATICS											
Numbers and Counting	Numerals	SS 1-SS 3									
	Counting	SS 1-SS 3									
	Number Comparison	SS 1-SS 3									
	Number Relationships	SS 1-SS 3									
Operations and Algebraic Thinking	Memorization	SS 1									
	Patterns and Classification	SS 1-SS 3									
	Number Relationships	SS 1-SS 3									
SCIENCE AND ENGINEERING											
Earth Science	Weather	SS 1-SS 3									
	Forces	SS 3									
Life Science	Animals	SS 1-SS 2									
	Plants	SS 1									
	Classification	SS 1									
Scientific Inquiry	Observation and Inquiry	SS 1-SS 3									
HEALTH AND PHYSICAL DEVELOPMENT											
Health and Safety	Health and Safety	SS 1-SS 3									
SOCIAL AND EMOTIONAL LEARNING											
Emotional Awareness	Emotional Awareness	SS 1-SS 3									
	Social Awareness	SS 1, SS 3									
	Social Skills	SS 1-SS 2									
CREATIVE EXPRESSION											
Creative Expression	Creative Expression	SS 1-SS 3									