

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
1	11000	compare own characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings	60 Foundation	SSA 1.1 Preschool Social Emotional: Self
2	11001	compare own abilities and characteristics favorably with those of others	60 Foundation	SSA 1.1 Preschool Social Emotional: Self
3	11002	smile with delight at accomplishing something that was difficult to do	60 Foundation	SSA 1.1 Preschool Social Emotional: Self
4	11003	acknowledge own progress	60 Foundation	SSA 1.1 Preschool Social Emotional: Self
5	11004	try new things, even those that may be too difficult	60 Foundation	SSA 1.1 Preschool Social Emotional: Self
6	11005	describe own physical characteristics, behavior, and abilities positively	48 Foundation	SSA 1.1 Preschool Social Emotional: Self
7	11006	assert own preferences and desires	48 Foundation	SSA 1.1 Preschool Social Emotional: Self
8	11007	seek to be viewed positively by adults who matter to them	48 Foundation	SSA 1.1 Preschool Social Emotional: Self
9	11008	show or demonstrate work products to elicit acknowledgement	48 Foundation	SSA 1.1 Preschool Social Emotional: Self
10	11009	communicate "mine" when claiming a preferred toy or item	48 Foundation	SSA 1.1 Preschool Social Emotional: Self
11	11010	identify self using preferred mode of communication	36 Foundation	SSA 1.1 Preschool Social Emotional: Self
12	11011	identify body parts on self	36 Foundation	SSA 1.1 Preschool Social Emotional: Self
13	11012	match picture cards of faces with emotion	36 Foundation	SSA 1.1 Preschool Social Emotional: Self
14	11013	show example of emotion upon request (i.e. sad, happy, mad, glad)	36 Foundation	SSA 1.1 Preschool Social Emotional: Self

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15	11014	identify self from a set of 3 photos	36 Foundation	SSA 1.1 Preschool Social Emotional: Self
16	11015	identify self from group family photo	36 Foundation	SSA 1.1 Preschool Social Emotional: Self
17	11016	maintain contact with a familiar person	24 Foundation	SSA 1.1 Preschool Social Emotional: Self
18	11017	attend to familiar people or objects when named	24 Foundation	SSA 1.1 Preschool Social Emotional: Self
19	11018	look at other children nearby when engaged in parallel play	24 Foundation	SSA 1.1 Preschool Social Emotional: Self
20	11019	give toy to another upon request or spontaneously	24 Foundation	SSA 1.1 Preschool Social Emotional: Self
21	11020	respond when own name is called	12 Foundation	SSA 1.1 Preschool Social Emotional: Self
22	11021	recognize reflection of self in mirror	12 Foundation	SSA 1.1 Preschool Social Emotional: Self
23	11023	hesitate around unfamiliar people	12 Foundation	SSA 1.1 Preschool Social Emotional: Self
24	11024	orient to speaker when name is called	12 Foundation	SSA 1.1 Preschool Social Emotional: Self
25	11025	hold familiar object or toy	12 Foundation	SSA 1.1 Preschool Social Emotional: Self
26	11026	regulate attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary	60 Foundation	SSR 2.1 Preschool Social Emotional: Self
27	11027	anticipate classroom routines and begin without prompting	60 Foundation	SSR 2.1 Preschool Social Emotional: Self
28	11028	put away books where they belong without prompting	60 Foundation	SSR 2.1 Preschool Social Emotional: Self

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29	offer to share toys with another child	60	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
30	ask for teachers help when another child not share	60	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
31	use adult guidance in managing their attention, feelings, and impulses and show some effort at self-control	48	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
32	follow simple rules and routines	48	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
33	cooperate with basic adult directives	48	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
34	manage routine classroom transitions	48	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
35	accept a teachers comfort when distressed and calm readily	48	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
36	put away coat, backpack, lunch etc after arriving at classroom	48	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
37	follow rules within classroom activities when given adult direction	36	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
38	follow one step direction	36	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
39	wait for __ minutes with adult reminders	36	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
40	transition to non-preferred activities with minimal protest	36	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
41	demonstrate appropriate behavior for different settings (playground/classroom)	36	SSR 2.1	Preschool
		Foundation		Social Emotional: Self
42	put away personal belongings	36	SSR 2.1	Preschool
		Foundation		Social Emotional: Self

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43	stop activity when requested	24 Foundation	SSR 2.1	Preschool Social Emotional: Self
44	accept teacher's comfort and come readily	24 Foundation	SSR 2.1	Preschool Social Emotional: Self
45	turn away instead of hitting another child	24 Foundation	SSR 2.1	Preschool Social Emotional: Self
46	use "inside" voice in the classroom	24 Foundation	SSR 2.1	Preschool Social Emotional: Self
47	allow another child to share toys	24 Foundation	SSR 2.1	Preschool Social Emotional: Self
48	stop crying when comforted	12 Foundation	SSR 2.1	Preschool Social Emotional: Self
49	look for familiar adult to express emotion	12 Foundation	SSR 2.1	Preschool Social Emotional: Self
50	cover ears in noisy environment	12 Foundation	SSR 2.1	Preschool Social Emotional: Self
51	remove self from undesirable situations	12 Foundation	SSR 2.1	Preschool Social Emotional: Self
52	begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people	60 Foundation	SEU 3.1	Preschool Social Emotional:
53	point out that another's ideas are wrong	60 Foundation	SEU 3.1	Preschool Social Emotional:
54	communicate about a peer's feelings	60 Foundation	SEU 3.1	Preschool Social Emotional:
55	describe which peers are friendly or not friendly	60 Foundation	SEU 3.1	Preschool Social Emotional:
56	seek to understand people's feelings and behavior, notice diversity in human characteristics, and show interest in how people are similar and different	48 Foundation	SEU 3.1	Preschool Social Emotional:

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57	11057 describe others feelings	48 Foundation	SEU 3.1	Preschool Social Emotional:
58	11058 describe familiar routines	48 Foundation	SEU 3.1	Preschool Social Emotional:
59	11059 notice how people are similar and different	48 Foundation	SEU 3.1	Preschool Social Emotional:
60	11060 know classroom rules and consequences	48 Foundation	SEU 3.1	Preschool Social Emotional:
61	11061 identify requested feeling, using preferred mode of communication	36 Foundation	SEU 3.1	Preschool Social Emotional:
62	11062 identify pictures of mad, happy or sad	36 Foundation	SEU 3.1	Preschool Social Emotional:
63	11063 state other child's emotion (i.e., Jimmy sad)	36 Foundation	SEU 3.1	Preschool Social Emotional:
64	11064 identify those who help and those who do not	36 Foundation	SEU 3.1	Preschool Social Emotional:
65	11065 show interest in how another child's appearance or feelings are different	36 Foundation	SEU 3.1	Preschool Social Emotional:
66	11066 identify pictures of immediate family members	24 Foundation	SEU 3.1	Preschool Social Emotional:
67	11067 recognize differences between familiar adults and strangers	24 Foundation	SEU 3.1	Preschool Social Emotional:
68	11068 identify a mommy or daddy	24 Foundation	SEU 3.1	Preschool Social Emotional:
69	11069 identify with children of same age and sex	24 Foundation	SEU 3.1	Preschool Social Emotional:
70	11070 show awareness of others	12 Foundation	SEU 3.1	Preschool Social Emotional:

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71	11071 recognize family members	12 Foundation	SEU 3.1	Preschool Social Emotional:
72	11072 explore an adult's face	12 Foundation	SEU 3.1	Preschool Social Emotional:
73	11073 positively respond to familiar people (i.e., smiles, giggles)	12 Foundation	SEU 3.1	Preschool Social Emotional:
74	11074 respond to unfamiliar adults by shying away, frowning or showing insecurity	12 Foundation	SEU 3.1	Preschool Social Emotional:
75	11075 respond to another's distress and needs with sympathetic caring and are more likely to assist	60 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
76	11076 ask a younger child, "Why are you crying?"	60 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
77	11077 communicate, "That's not fair!" in response to another child being excluded from the group	60 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
78	11078 help a friend rebuild a fallen block tower	60 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
79	11079 come to the defense of a friend teased by a peer	60 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
80	11080 demonstrate concern for the needs of others and people in distress	48 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
81	11081 show concern when a child or adult is distressed	48 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
82	11082 display simple efforts to assist the other person	48 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
83	11083 imitate others emotions	48 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
84	11084 ask a teacher to help a student that is upset	48 Foundation	SEC 4.1	Preschool Social Emotional: Empathy

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85	express feelings of others using preferred mode of communication	36 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
86	point out picture in book of someone who looks mad	36 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
87	get the help of an adult to help another child who is upset	36 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
88	recognize causes of emotions (i.e., Sally fall down)	36 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
89	seek to comfort another	24 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
90	go to and hug another who is sad	24 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
91	offer special toy or object to someone who is showing distress	24 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
92	perform an action to make another child smile	24 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
93	respond to others emotions	12 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
94	watch another child who is crying and make a sad face	12 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
95	smile at other people	12 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
96	laugh when an adult giggles	12 Foundation	SEC 4.1	Preschool Social Emotional: Empathy
97	take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out	60 Foundation	SIL 5.1	Preschool Social Emotional: Initiative
98	ask questions during formal and informal learning activities	60 Foundation	SIL 5.1	Preschool Social Emotional: Initiative

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99	11099	show new ways of doing things	60 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
100	11100	state his/her own ideas in group activities	60 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
101	11101	try again after a failing in his/her initial efforts to solve a problem	60 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
102	11102	enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems	48 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
103	11103	show interest in many different activities in the classroom	48 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
104	11104	asks, "Why?" when faced with a perplexing discovery	48 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
105	11105	notice when new items are in the classroom	48 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
106	11106	attempt challenging puzzles even if unable to complete	48 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
107	11107	participate in classroom activities	36 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
108	11108	remain engaged in activity	36 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
109	11109	utilize materials appropriately	36 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
110	11110	ask questions to further understanding	36 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
111	11111	independently explore new table activities	36 Foundation	SIL 5.1 Preschool Social Emotional: Initiative
112	11112	follow one step direction	24 Foundation	SIL 5.1 Preschool Social Emotional: Initiative

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113	attempt unfamiliar tasks with adult support	24 Foundation	SIL 5.1	Preschool Social Emotional: Initiative
114	look for items in familiar places	24 Foundation	SIL 5.1	Preschool Social Emotional: Initiative
115	complete a simple 3 piece inset puzzle	24 Foundation	SIL 5.1	Preschool Social Emotional: Initiative
116	engage in an activity	12 Foundation	SIL 5.1	Preschool Social Emotional: Initiative
117	explore objects in environment	12 Foundation	SIL 5.1	Preschool Social Emotional: Initiative
118	turn head towards sound	12 Foundation	SIL 5.1	Preschool Social Emotional: Initiative
119	use switch to move a toy	12 Foundation	SIL 5.1	Preschool Social Emotional: Initiative
120	participate in more reciprocal interactions with familiar adults and take greater initiative in social interaction	60 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
121	initiate conversation with familiar adults	60 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
122	suggest a shared activity and cooperate readily	60 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
123	interact cooperatively with an adult	60 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
124	continue conversation about a specific topic	60 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
125	interact with familiar adults comfortably and competently, especially in familiar settings	48 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
126	responds appropriately to a request or question by a teacher	48 Foundation	SFA 1.1	Preschool Social Interaction: Familiar

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127	11127 stays close to a familiar adult when faced with adult strangers or in an unfamiliar setting	48 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
128	11128 participates in pretend play or storytelling with a familiar adult	48 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
129	11129 get adult assistance	48 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
130	11130 follow a one step direction from a familiar adult	36 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
131	11131 perform an action to comply with direction	36 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
132	11132 ask for help or clarification for understanding	36 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
133	11133 follow directions during pretend play with a familiar adult	36 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
134	11134 request a desired activity from a familiar adult using preferred mode of communication	24 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
135	11135 seek to sit next to familiar adult (i.e., teacher, aide)	24 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
136	11136 imitate adult actions	24 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
137	11137 participate in a game requiring joint attention with an adult (i.e., rolling a ball)	24 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
138	11138 interact with familiar adults	12 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
139	11139 turn head toward familiar adult	12 Foundation	SFA 1.1	Preschool Social Interaction: Familiar
140	11140 attend to familiar adult's face or voice	12 Foundation	SFA 1.1	Preschool Social Interaction: Familiar

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141	11141	respond to action or facial expressions of familiar adults	12	SFA 1.1	Preschool Social Interaction: Familiar
			Foundation		
142	11142	cooperate with each other actively and intentionally	60	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
143	11143	work together in groups to achieve a shared goal (ie block structure, sand play)	60	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
144	11144	communicate about how to share materials so all can use	60	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
145	11145	invite several children to join a group project	60	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
146	11146	suggest taking turns with a favored object or toy	60	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
147	11147	interact easily with peers in shared activities that occasionally become cooperative efforts	48	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
148	11148	label feeling of peers	48	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
149	11149	play group games with other children independently	48	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
150	11150	ask permission to use another's belongings	48	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
151	11151	share and participate in turn taking	48	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
152	11152	participate in a turn taking activity with a peer	36	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
153	11153	play with peers in familiar play (i.e., birthday party)	36	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		
154	11154	request a desired object from peer	36	SIP 2.1	Preschool Social Interaction: Peers
			Foundation		

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155	11155	imitate peers actions	36 Foundation	SIP 2.1 Preschool Social Interaction: Peers
156	11156	engage in parallel play next to peers	24 Foundation	SIP 2.1 Preschool Social Interaction: Peers
157	11157	engage in activities in close proximity of others	24 Foundation	SIP 2.1 Preschool Social Interaction: Peers
158	11158	show interest in peers at play	24 Foundation	SIP 2.1 Preschool Social Interaction: Peers
159	11159	respond to action or facial expressions of peers	24 Foundation	SIP 2.1 Preschool Social Interaction: Peers
160	11160	respond to peers	12 Foundation	SIP 2.1 Preschool Social Interaction: Peers
161	11161	turn head toward familiar peer	12 Foundation	SIP 2.1 Preschool Social Interaction: Peers
162	11162	attend to familiar peer face or voice	12 Foundation	SIP 2.1 Preschool Social Interaction: Peers
163	11163	demonstrate a desire or reach for an object in peer's possession	12 Foundation	SIP 2.1 Preschool Social Interaction: Peers
164	11164	create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation	60 Foundation	SIP 2.2 Preschool Social Interaction: Peers
165	11165	sustain complex pretend play narratives involving a shared script	60 Foundation	SIP 2.2 Preschool Social Interaction: Peers
166	11166	coordinate pretend roles	60 Foundation	SIP 2.2 Preschool Social Interaction: Peers
167	11167	create with small groups of children imaginary stories with beginning, middle and end	60 Foundation	SIP 2.2 Preschool Social Interaction: Peers
168	11168	participate in simple sequences of pretend play	48 Foundation	SIP 2.2 Preschool Social Interaction: Peers

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169	act out a story with peers as teacher reads	48	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
170	pretend "flying," and invites other children join in and do the same	48	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
171	play monster with other children	48	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
172	cooperate with peers in familiar pretend play schemes	36	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
173	initiate and maintain activities with peers	36	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
174	engage in reciprocal play (turn taking)	36	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
175	play house	36	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
176	show desire to play with peers	24	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
177	attend to other children	24	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
178	move towards play activities with peers	24	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
179	play side by side with another peer using similar materials	24	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
180	reach toward or touch peer to get attention	12	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
181	move excitedly when another peer comes near	12	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers
182	attend to peer through interaction	12	SIP 2.2	Preschool
		Foundation		Social Interaction: Peers

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183	11183	crawl towards other children playing	12	SIP 2.2	Preschool
			Foundation		Social Interaction: Peers
184	11184	negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict	60	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
185	11185	suggest simple conflict resolution strategies	60	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
186	11186	respond to adult suggestions for resolving peer conflicts	60	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
187	11187	use words to solve conflicts rather than hitting	60	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
188	11188	ask for a turn after waiting patiently	60	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
189	11189	seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression	48	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
190	11190	let teacher know when another peer is not sharing toys	48	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
191	11191	look for adult assistance when another child interrupts play	48	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
192	11192	seek adult assistance when another child takes toy or activity away	48	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
193	11193	seek adult assistance when observing another child aggressing a peer	48	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
194	11194	seek adult guidance to resolve conflicts with peers using preferred mode of communication	36	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
195	11195	request permission to perform a task	36	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers
196	11196	acknowledge peers wants and desires	36	SIP 2.3	Preschool
			Foundation		Social Interaction: Peers

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197	11197	accept resolution to conflict	36 Foundation	SIP 2.3 Preschool Social Interaction: Peers
198	11198	select alternative activity to avoid conflict	36 Foundation	SIP 2.3 Preschool Social Interaction: Peers
199	11199	accept routines and changes	36 Foundation	SIP 2.3 Preschool Social Interaction: Peers
200	11200	comply to an adult's request to move away from a conflict with peers	24 Foundation	SIP 2.3 Preschool Social Interaction: Peers
201	11201	express own desires	24 Foundation	SIP 2.3 Preschool Social Interaction: Peers
202	11202	ask for or give a toy to a peer	24 Foundation	SIP 2.3 Preschool Social Interaction: Peers
203	11203	accept new activity when redirected by an adult	24 Foundation	SIP 2.3 Preschool Social Interaction: Peers
204	11204	cry to seek attention for help	12 Foundation	SIP 2.3 Preschool Social Interaction: Peers
205	11205	show peer a toy	12 Foundation	SIP 2.3 Preschool Social Interaction: Peers
206	11206	take toy from peer	12 Foundation	SIP 2.3 Preschool Social Interaction: Peers
207	11207	move towards an adult for help	12 Foundation	SIP 2.3 Preschool Social Interaction: Peers
208	11208	participate positively and cooperatively as group members	60 Foundation	SIG 3.1 Preschool Social Interaction: Group
209	11209	initiate handwashing without being prompted	60 Foundation	SIG 3.1 Preschool Social Interaction: Group
210	11210	act out social roles during imaginary play	60 Foundation	SIG 3.1 Preschool Social Interaction: Group

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211	11211	join others in putting puzzles together cooperatively	60	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
212	11212	ask permission before leaving the area (e.g., to use the restroom).	60	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
213	11213	participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles	48	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
214	11214	play simple games, such as "DuckDuckGoose" or "Follow the Leader," with adult help	48	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
215	11215	respond appropriately when a teacher announces circle time or cleanup	48	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
216	11216	explore social roles (e.g., mother, teacher) in pretend play	48	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
217	11217	respond appropriately to verbal prompts in songs or stories during circle time (e.g., "Hokey Pokey," "Head, Shoulders, Knees, and Toes," "Itsy Bitsy Spider")	48	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
218	11218	participate in small group activities following established routines using preferred mode of communication	36	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
219	11219	attend to group instructions	36	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
220	11220	wait for turn	36	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
221	11221	remain engaged with group	36	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
222	11222	follow prompt to end/change activity	36	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
223	11223	transition to new activity with group	36	SIG 3.1	Preschool
			Foundation		Social Interaction: Group
224	11224	participate in group with redirection	24	SIG 3.1	Preschool
			Foundation		Social Interaction: Group

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225	follow prompt to join group activity	24 Foundation	SIG 3.1	Preschool Social Interaction: Group
226	remain with group	24 Foundation	SIG 3.1	Preschool Social Interaction: Group
227	imitate finger play during songs	24 Foundation	SIG 3.1	Preschool Social Interaction: Group
228	interact with peers with prompts	12 Foundation	SIG 3.1	Preschool Social Interaction: Group
229	look at an adult reading a story	12 Foundation	SIG 3.1	Preschool Social Interaction: Group
230	allow an adult to take a toy	12 Foundation	SIG 3.1	Preschool Social Interaction: Group
231	allow hand-over-hand prompting to participate	12 Foundation	SIG 3.1	Preschool Social Interaction: Group
232	demonstrate growing capacity for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves	60 Foundation	SCR 4.1	Preschool Social Interaction:
233	cooperate reliably with adult instruction	60 Foundation	SCR 4.1	Preschool Social Interaction:
234	seek and accept positive feedback for good conduct	60 Foundation	SCR 4.1	Preschool Social Interaction:
235	apologize for spills or other errors	60 Foundation	SCR 4.1	Preschool Social Interaction:
236	pick up something that he/she knocked down	60 Foundation	SCR 4.1	Preschool Social Interaction:
237	seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset	48 Foundation	SCR 4.1	Preschool Social Interaction:
238	try to follow adult instructions	48 Foundation	SCR 4.1	Preschool Social Interaction:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
239	smile when the teacher comments on cooperative behavior	48 Foundation	SCR 4.1	Preschool Social Interaction:
240	participate in classroom routines, such as cleanup	48 Foundation	SCR 4.1	Preschool Social Interaction:
241	demonstrates remorse after the teacher comments on inappropriate behavior	48 Foundation	SCR 4.1	Preschool Social Interaction:
242	comply with adult instruction	36 Foundation	SCR 4.1	Preschool Social Interaction:
243	follow rules and routines of familiar activities	36 Foundation	SCR 4.1	Preschool Social Interaction:
244	attempt to follow directions	36 Foundation	SCR 4.1	Preschool Social Interaction:
245	ask for clarification (me turn)	36 Foundation	SCR 4.1	Preschool Social Interaction:
246	remind peers of rules	36 Foundation	SCR 4.1	Preschool Social Interaction:
247	self correct	36 Foundation	SCR 4.1	Preschool Social Interaction:
248	follow simple one step requests	24 Foundation	SCR 4.1	Preschool Social Interaction:
249	respond to redirection	24 Foundation	SCR 4.1	Preschool Social Interaction:
250	understand adult authority	24 Foundation	SCR 4.1	Preschool Social Interaction:
251	help put toys away during clean-up	24 Foundation	SCR 4.1	Preschool Social Interaction:
252	attend to direction from adults	12 Foundation	SCR 4.1	Preschool Social Interaction:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
253	11253 seek attention from adults	12 Foundation	SCR 4.1	Preschool Social Interaction:
254	11254 seek assistance from adult	12 Foundation	SCR 4.1	Preschool Social Interaction:
255	11255 smile when teacher praises group	12 Foundation	SCR 4.1	Preschool Social Interaction:
256	11256 take greater initiative in seeking support from their primary family attachment figures	60 Foundation	SAP 1.1	Preschool Relationships: Attachments
257	11257 seek the support of family/caregiver in difficult situations	60 Foundation	SAP 1.1	Preschool Relationships: Attachments
258	11258 request help in resolving conflicts with others	60 Foundation	SAP 1.1	Preschool Relationships: Attachments
259	11259 initiate cooperative problem solving	60 Foundation	SAP 1.1	Preschool Relationships: Attachments
260	11260 seek comfort when distressed	60 Foundation	SAP 1.1	Preschool Relationships: Attachments
261	11261 seek security and support from their primary family attachment figures	48 Foundation	SAP 1.1	Preschool Relationships: Attachments
262	11262 asks for the parent's help with a task (e.g., putting on shoes)	48 Foundation	SAP 1.1	Preschool Relationships: Attachments
263	11263 show excitement to the parent's arrival after an absence	48 Foundation	SAP 1.1	Preschool Relationships: Attachments
264	11264 seek parental condolanace when hurt	48 Foundation	SAP 1.1	Preschool Relationships: Attachments
265	11265 ask for comfort or help from familiar adult	48 Foundation	SAP 1.1	Preschool Relationships: Attachments
266	11266 problem solve with an adult (i.e., asks for help, communicates challenge) using preferred mode of communication	36 Foundation	SAP 1.1	Preschool Relationships: Attachments

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
267	11267	go to an adult for help with a jacket	36 Foundation	SAP 1.1 Relationships: Attachments	Preschool
268	11268	seek assistance from an adult for a lost toy	36 Foundation	SAP 1.1 Relationships: Attachments	Preschool
269	11269	obtain comfort when frustrated	36 Foundation	SAP 1.1 Relationships: Attachments	Preschool
270	11270	seek a hug from an adult when injured	36 Foundation	SAP 1.1 Relationships: Attachments	Preschool
271	11271	explore familiar and unfamiliar environments supported by a familiar adult	24 Foundation	SAP 1.1 Relationships: Attachments	Preschool
272	11272	seek reassurance to continue participation in an activity	24 Foundation	SAP 1.1 Relationships: Attachments	Preschool
273	11273	seek an adult to play with an activity	24 Foundation	SAP 1.1 Relationships: Attachments	Preschool
274	11274	ask caregiver for help	24 Foundation	SAP 1.1 Relationships: Attachments	Preschool
275	11275	go to a teacher or aide upon arrival at school	24 Foundation	SAP 1.1 Relationships: Attachments	Preschool
276	11276	attend familiar and unfamiliar environments supported by a familiar adult	12 Foundation	SAP 1.1 Relationships: Attachments	Preschool
277	11277	accept a familiar blanket or toy for comfort	12 Foundation	SAP 1.1 Relationships: Attachments	Preschool
278	11278	quiet when hears familiar adult's voice (i.e., caregiver singing lullaby)	12 Foundation	SAP 1.1 Relationships: Attachments	Preschool
279	11279	observe caregiver while playing nearby	12 Foundation	SAP 1.1 Relationships: Attachments	Preschool
280	11280	be comforted by caregiver when distressed	12 Foundation	SAP 1.1 Relationships: Attachments	Preschool

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
281	11281	contribute to positive mutual cooperation with their primary family attachment figures	60 Foundation	SAP 1.2 Preschool Relationships: Attachments
282	11282	show interest in the family/caregivers feelings, preferences or well being	60 Foundation	SAP 1.2 Preschool Relationships: Attachments
283	11283	communicate feeling to parent	60 Foundation	SAP 1.2 Preschool Relationships: Attachments
284	11284	report to teacher helping activities at home	60 Foundation	SAP 1.2 Preschool Relationships: Attachments
285	11285	show family/caregiver school projects	60 Foundation	SAP 1.2 Preschool Relationships: Attachments
286	11286	contribute to maintaining positive relationships with their primary family attachment figures	48 Foundation	SAP 1.2 Preschool Relationships: Attachments
287	11287	ask a parent to watch something he/she has learned to do	48 Foundation	SAP 1.2 Preschool Relationships: Attachments
288	11288	react positively when parent talks about a shared experience	48 Foundation	SAP 1.2 Preschool Relationships: Attachments
289	11289	demonstrate preference for a parent over other familiar adult	48 Foundation	SAP 1.2 Preschool Relationships: Attachments
290	11290	share information about parents with a teacher (e.g., "My dad caught a fish!")	48 Foundation	SAP 1.2 Preschool Relationships: Attachments
291	11291	participate in shared activities with an adult	36 Foundation	SAP 1.2 Preschool Relationships: Attachments
292	11292	request a desired object from adult	36 Foundation	SAP 1.2 Preschool Relationships: Attachments
293	11293	ask to "read" a favorite book	36 Foundation	SAP 1.2 Preschool Relationships: Attachments
294	11294	request help to perform activity	36 Foundation	SAP 1.2 Preschool Relationships: Attachments

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
295	engage in activities in close proximity of a familiar adult	24 Foundation	SAP 1.2	Preschool Relationships: Attachments
296	look for a familiar adult to sit next to during lunch	24 Foundation	SAP 1.2	Preschool Relationships: Attachments
297	show interest in teacher during interactions	24 Foundation	SAP 1.2	Preschool Relationships: Attachments
298	demonstrate a preference among adult staff	24 Foundation	SAP 1.2	Preschool Relationships: Attachments
299	respond positively to actions, voice, or facial expressions of caregiver	12 Foundation	SAP 1.2	Preschool Relationships: Attachments
300	turn head toward familiar caregiver	12 Foundation	SAP 1.2	Preschool Relationships: Attachments
301	smile when spoken to	12 Foundation	SAP 1.2	Preschool Relationships: Attachments
302	imitate blowing "raspberries"	12 Foundation	SAP 1.2	Preschool Relationships: Attachments
303	comfortably depart from their primary family attachment figures, after experience with out-of-home care; also maintain well-being while apart from primary family attachment figures during the day	60 Foundation	SAP 1.3	Preschool Relationships: Attachments
304	respond affectionately as the adult departs	60 Foundation	SAP 1.3	Preschool Relationships: Attachments
305	have little difficulty being separated from family/caregiver	60 Foundation	SAP 1.3	Preschool Relationships: Attachments
306	greet friends upon arriving at school	60 Foundation	SAP 1.3	Preschool Relationships: Attachments
307	greet family/caregiver with conversation in home language	60 Foundation	SAP 1.3	Preschool Relationships: Attachments
308	manage departures and separations from primary family attachment figures with the teacher's assistance, after experience with out-of-home care	48 Foundation	SAP 1.3	Preschool Relationships: Attachments

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
309	11309 manage his feelings after the parent leaves	48 Foundation	SAP 1.3	Preschool Relationships: Attachments
310	11310 show affection to the teacher when the adult departs	48 Foundation	SAP 1.3	Preschool Relationships: Attachments
311	11311 accept reassurance when reminded that the parent return	48 Foundation	SAP 1.3	Preschool Relationships: Attachments
312	11312 use home language when the parent is present	48 Foundation	SAP 1.3	Preschool Relationships: Attachments
313	11313 transition into the preschool setting	36 Foundation	SAP 1.3	Preschool Relationships: Attachments
314	11314 prepare for daily routines	36 Foundation	SAP 1.3	Preschool Relationships: Attachments
315	11315 check schedule upon arrival at school	36 Foundation	SAP 1.3	Preschool Relationships: Attachments
316	11316 easily separate from parent at school (i.e., hugs goodbye)	36 Foundation	SAP 1.3	Preschool Relationships: Attachments
317	11317 separate from caregiver without crying upon arrival at school	24 Foundation	SAP 1.3	Preschool Relationships: Attachments
318	11318 say "Goodbye" or wave to caregiver	24 Foundation	SAP 1.3	Preschool Relationships: Attachments
319	11319 comfort self by seeking a familiar person or a special object	24 Foundation	SAP 1.3	Preschool Relationships: Attachments
320	11320 allow a staff member to lead into classroom	24 Foundation	SAP 1.3	Preschool Relationships: Attachments
321	11321 accept comfort from a familiar adult to manage feeling	12 Foundation	SAP 1.3	Preschool Relationships: Attachments
322	11322 sit on familiar adult's lap	12 Foundation	SAP 1.3	Preschool Relationships: Attachments

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
323	11323	cry to get adult attention	12	SAP 1.3	Preschool
			Foundation		Relationships: Attachments
324	11324	raise arms to be picked up by familiar adult	12	SAP 1.3	Preschool
			Foundation		Relationships: Attachments
325	11325	take greater initiative in seeking the support of their primary teachers and caregivers	60	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
326	11326	seek teacher help when in conflict with another student	60	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
327	11327	seek teacher assistance during difficult task	60	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
328	11328	seek comfort when distressed from teacher	60	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
329	11329	describe own feelings about upsetting experience	60	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
330	11330	seek security and support from their primary teachers and caregivers	48	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
331	11331	show preference for preferred teacher's	48	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
332	11332	seek out teacher for comfort if hurt or frustrated	48	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
333	11333	seek out teacher for help	48	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
334	11334	talk about the teacher to others	48	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
335	11335	explore familiar and unfamiliar environments supported by a preferred staff member	36	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
336	11336	problem solve with teacher/caregiver (i.e., asks for help, communicates challenge)	36	STC 2.1	Preschool
			Foundation		Relationships: Teachers &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
337	11337	communicate feelings with teacher and staff	36	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
338	11338	seek adult encouragement/approval when attempting a new task	36	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
339	11339	seek teacher/ caregiver's reassurance to continue participation in an activity	24	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
340	11340	observe teacher or staff while playing nearby	24	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
341	11341	explore environment with teacher or staff	24	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
342	11342	return to play after seeking comfort from an adult	24	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
343	11343	be comforted by staff when distressed	12	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
344	11344	accept a familiar blanket or toy for comfort	12	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
345	11345	quiet when hears a familiar adult's voice (i.e., giving cue or direction)	12	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
346	11346	stop crying when held	12	STC 2.1	Preschool
			Foundation		Relationships: Teachers &
347	11347	contribute to positive mutual cooperation with their primary teachers and caregivers	60	STC 2.2	Preschool
			Foundation		Relationships: Teachers &
348	11348	show interest in teachers feelings, preference or well-being	60	STC 2.2	Preschool
			Foundation		Relationships: Teachers &
349	11349	proudly display drawing or project to teacher for positive response	60	STC 2.2	Preschool
			Foundation		Relationships: Teachers &
350	11350	volunteer to help teacher	60	STC 2.2	Preschool
			Foundation		Relationships: Teachers &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
351	greet teacher with appropriate physical contact	60 Foundation	STC 2.2	Preschool Relationships: Teachers &
352	contribute to maintaining positive relationships with their primary teachers and caregivers	48 Foundation	STC 2.2	Preschool Relationships: Teachers &
353	proudly shows teacher completed activity or task	48 Foundation	STC 2.2	Preschool Relationships: Teachers &
354	respond positively when teacher talks about a project done together	48 Foundation	STC 2.2	Preschool Relationships: Teachers &
355	greet teacher when arrives at school	48 Foundation	STC 2.2	Preschool Relationships: Teachers &
356	imitate the teacher behavior	48 Foundation	STC 2.2	Preschool Relationships: Teachers &
357	participate in shared activities with teachers and caregivers	36 Foundation	STC 2.2	Preschool Relationships: Teachers &
358	imitate teachers and school staff	36 Foundation	STC 2.2	Preschool Relationships: Teachers &
359	show pride in self when showing art to an adult	36 Foundation	STC 2.2	Preschool Relationships: Teachers &
360	smile when the teacher praises	36 Foundation	STC 2.2	Preschool Relationships: Teachers &
361	engage in activities in close proximity of school staff	24 Foundation	STC 2.2	Preschool Relationships: Teachers &
362	initiate/maintain contact with school staff	24 Foundation	STC 2.2	Preschool Relationships: Teachers &
363	request a desired object from school staff	24 Foundation	STC 2.2	Preschool Relationships: Teachers &
364	show staff member new item of clothing (i.e., light up shoes)	24 Foundation	STC 2.2	Preschool Relationships: Teachers &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
365	attend to staff members voice	12 Foundation	STC 2.2	Preschool Relationships: Teachers &
366	turn head toward familiar school staff	12 Foundation	STC 2.2	Preschool Relationships: Teachers &
367	show interest in teacher during interactions	12 Foundation	STC 2.2	Preschool Relationships: Teachers &
368	respond to action or facial expressions of school staff	12 Foundation	STC 2.2	Preschool Relationships: Teachers &
369	have friendships that are more reciprocal, exclusive and enduring	60 Foundation	SRF 3.1	Preschool Relationships: Friendships
370	sit regularly with one-two special friends at mealtime	60 Foundation	SRF 3.1	Preschool Relationships: Friendships
371	play exclusively with one or more friends	60 Foundation	SRF 3.1	Preschool Relationships: Friendships
372	communicate, "We are friends, right?"	60 Foundation	SRF 3.1	Preschool Relationships: Friendships
373	come to the defense of a friend teased by a peer	60 Foundation	SRF 3.1	Preschool Relationships: Friendships
374	choose to play with one or two special peers whom they identify as friends	48 Foundation	SRF 3.1	Preschool Relationships: Friendships
375	play with the same friend	48 Foundation	SRF 3.1	Preschool Relationships: Friendships
376	sit next to a friend at circle time or mealtime	48 Foundation	SRF 3.1	Preschool Relationships: Friendships
377	identify a friend by name	48 Foundation	SRF 3.1	Preschool Relationships: Friendships
378	offer a toy to a friend	48 Foundation	SRF 3.1	Preschool Relationships: Friendships

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
379	11379	identify familiar peers by name using preferred mode of communication	36 Foundation	SRF 3.1 Preschool Relationships: Friendships
380	11380	notice when friend is not present	36 Foundation	SRF 3.1 Preschool Relationships: Friendships
381	11381	identify pictures of friends	36 Foundation	SRF 3.1 Preschool Relationships: Friendships
382	11382	initiate play with preferred peers	36 Foundation	SRF 3.1 Preschool Relationships: Friendships
383	11383	seek out and share with preferred peers	36 Foundation	SRF 3.1 Preschool Relationships: Friendships
384	11384	seek a friend to sit by during circle-time	24 Foundation	SRF 3.1 Preschool Relationships: Friendships
385	11385	choose preferred playmate	24 Foundation	SRF 3.1 Preschool Relationships: Friendships
386	11386	recognize differences in preferred peers	24 Foundation	SRF 3.1 Preschool Relationships: Friendships
387	11386	match the correct letter named by the teacher from a field of three	36 Foundation	RAW 3.2 Preschool Reading: Alphabetsics & ...
388	11387	notice when familiar peer is absent	24 Foundation	SRF 3.1 Preschool Relationships: Friendships
389	11388	comfort (hugs) a peer in distress	24 Foundation	SRF 3.1 Preschool Relationships: Friendships
390	11389	engage in cooperative activity	24 Foundation	SRF 3.1 Preschool Relationships: Friendships
391	11390	move towards a familiar peer	12 Foundation	SRF 3.1 Preschool Relationships: Friendships
392	11391	move excitedly when another child comes near	12 Foundation	SRF 3.1 Preschool Relationships: Friendships

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
393	reach out to peer	12	SRF 3.1	Preschool
		Foundation		Relationships: Friendships
394	Look at facial expression of peer	12	SRF 3.1	Preschool
		Foundation		Relationships: Friendships
395	understand and follow one and two-step oral directions (e.g. "Color that red"; "Color this red; color that blue")	Kinder	S 1.1	Preschool
		K Standard		Listening and Speaking
396	share information and ideas, speaking audibly in complete, coherent sentences	Kinder	S 1.2	Preschool
		K Standard		Listening and Speaking
397	describe people, places, locations, actions, and things (e.g., size, color, shape, etc.)	Kinder	S 2.1	Preschool
		K Standard		Listening and Speaking
398	recite short poems, rhymes, and songs	Kinder	S 2.2	Preschool
		K Standard		Listening and Speaking
399	use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem-solving and seeking new information	60	LSU 1.1	Preschool
		Foundation		Listening and Speaking:
400	use reasoning to explain decisions	60	LSU 1.1	Preschool
		Foundation		Listening and Speaking:
401	use predicting to anticipate possible outcomes	60	LSU 1.1	Preschool
		Foundation		Listening and Speaking:
402	use problem solving comments to generate solutions	60	LSU 1.1	Preschool
		Foundation		Listening and Speaking:
403	ask questions to seek new information	60	LSU 1.1	Preschool
		Foundation		Listening and Speaking:
404	use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting	48	LSU 1.1	Preschool
		Foundation		Listening and Speaking:
405	describe objects or events	48	LSU 1.1	Preschool
		Foundation		Listening and Speaking:
406	request items	48	LSU 1.1	Preschool
		Foundation		Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
407	11406	greet known adult	48	LSU 1.1	Preschool
			Foundation		Listening and Speaking:
408	11407	reject undesired person or activity	48	LSU 1.1	Preschool
			Foundation		Listening and Speaking:
409	11408	carry out instructions about familiar routines (e.g., "Put your paper in your backpack)		16-6	Preschool
			DRDP		Listening Comprehension
410	11409	comprehend the meaning of simple sentences (e.g., "Do you want juice?", "It is your turn.")		16-5	Preschool
			DRDP		Listening Comprehension
411	11410	use his/her basic language system (sign language, icons, verbal language) with communicative intent to indicate the following with familiar adults: 1. communicate a need, 2. answer a simple question. 3. greet. 4. reject or accept. and 5.	36	LSU 1.1	Preschool
			Foundation		Listening and Speaking:
412	11411	ask for help to open container	36	LSU 1.1	Preschool
			Foundation		Listening and Speaking:
413	11412	greet teacher upon entering classroom	36	LSU 1.1	Preschool
			Foundation		Listening and Speaking:
414	11413	respond yes/no to question	36	LSU 1.1	Preschool
			Foundation		Listening and Speaking:
415	11414	use simple sentences to communicate needs, answer questions, greet, reject/accept, and comment	36	LSU 1.1	Preschool
			Foundation		Listening and Speaking:
416	11415	use two-word utterances for a variety of communicative purposes including naming objects, protest, and question	24	LSU 1.1	Preschool
			Foundation		Listening and Speaking:
417	11416	name 3 pictures	24	LSU 1.1	Preschool
			Foundation		Listening and Speaking:
418	11417	request new words or imitates spontaneously	24	LSU 1.1	Preschool
			Foundation		Listening and Speaking:
419	11418	vocalize toileting needs	24	LSU 1.1	Preschool
			Foundation		Listening and Speaking:
420	11419	use language and gestures to name objects, protest, and question	24	LSU 1.1	Preschool
			Foundation		Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
421	11420	gesture toward desired items	12 Foundation	LSU 1.1 Preschool Listening and Speaking:
422	11421	reach upward as a request to be picked up	12 Foundation	LSU 1.1 Preschool Listening and Speaking:
423	11422	point to toy	12 Foundation	LSU 1.1 Preschool Listening and Speaking:
424	11423	point to cracker	12 Foundation	LSU 1.1 Preschool Listening and Speaking:
425	11424	use gestures spontaneously to indicate needs and say or imitate eight to ten words spontaneously	12 Foundation	LSU 1.1 Preschool Listening and Speaking:
426	11425	speak clearly enough to be understood by both familiar and unfamiliar adults and children	60 Foundation	LSU 1.2 Preschool Listening and Speaking:
427	11426	generally speak with correct pronunciation (with some age-appropriate speech errors)	60 Foundation	LSU 1.2 Preschool Listening and Speaking:
428	11427	speak clearly enough that most listeners do not have to ask for clarification	60 Foundation	LSU 1.2 Preschool Listening and Speaking:
429	11428	speak clearly enough to be understood by familiar adults and children	48 Foundation	LSU 1.2 Preschool Listening and Speaking:
430	11429	make attempts to pronounce words correctly	48 Foundation	LSU 1.2 Preschool Listening and Speaking:
431	11430	use mutually understood words to label items	48 Foundation	LSU 1.2 Preschool Listening and Speaking:
432	11431	be 50% intelligible	36 Foundation	LSU 1.2 Preschool Listening and Speaking:
433	11432	describe picture book	36 Foundation	LSU 1.2 Preschool Listening and Speaking:
434	11433	request needed or desired items at meal time	36 Foundation	LSU 1.2 Preschool Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
435	11434	answer simple questions during circle time	36 Foundation	LSU 1.2 Preschool Listening and Speaking:
436	11435	be understood by familiar adults in context 80% of the time	36 Foundation	LSU 1.2 Preschool Listening and Speaking:
437	11436	produce /p, b, m,k, g, w, h, n, t, d/ in the initial position of single consonant words	24 Foundation	LSU 1.2 Preschool Listening and Speaking:
438	11437	use appropriate sounds when labeling items in book	24 Foundation	LSU 1.2 Preschool Listening and Speaking:
439	11438	repeat simple words using targeted sounds	24 Foundation	LSU 1.2 Preschool Listening and Speaking:
440	11439	use target sounds when requesting items at circle time	24 Foundation	LSU 1.2 Preschool Listening and Speaking:
441	11440	use intelligible words 65% of the time (HELP Developmental Profile)	24 Foundation	LSU 1.2 Preschool Listening and Speaking:
442	11441	produce reduplicated CVCV words in imitation	12 Foundation	LSU 1.2 Preschool Listening and Speaking:
443	11442	say 'dada' or 'mama'	12 Foundation	LSU 1.2 Preschool Listening and Speaking:
444	11443	say "baba"	12 Foundation	LSU 1.2 Preschool Listening and Speaking:
445	11444	say "Bye, bye"	12 Foundation	LSU 1.2 Preschool Listening and Speaking:
446	11445	imitate consonant and vowel combinations (HELP Developmental Profile)	12 Foundation	LSU 1.2 Preschool Listening and Speaking:
447	11446	use accepted language and style during communication with both familiar and unfamiliar adults and children	60 Foundation	LSU 1.3 Preschool Listening and Speaking:
448	11447	respond on topic across several conversation turns	60 Foundation	LSU 1.3 Preschool Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
449	11448	adjust language form and style to listeners abilities	60 Foundation	LSU 1.3 Preschool Listening and Speaking:
450	11449	use appropriate nonverbal standards in conversation with others	60 Foundation	LSU 1.3 Preschool Listening and Speaking:
451	11450	use polite forms of communication	60 Foundation	LSU 1.3 Preschool Listening and Speaking:
452	11451	use accepted language and style during communication with familiar adults and children	48 Foundation	LSU 1.3 Preschool Listening and Speaking:
453	11452	take at least one turn on topic in conversation	48 Foundation	LSU 1.3 Preschool Listening and Speaking:
454	11453	use polite forms of communication	48 Foundation	LSU 1.3 Preschool Listening and Speaking:
455	11454	use appropriate voice for occasion	48 Foundation	LSU 1.3 Preschool Listening and Speaking:
456	11455	respond on topic to a peer or an adult	36 Foundation	LSU 1.3 Preschool Listening and Speaking:
457	11456	say "I like bears too" as teacher reads story about bears	36 Foundation	LSU 1.3 Preschool Listening and Speaking:
458	11457	say "Don't like nanas" when offered a banana at meal time	36 Foundation	LSU 1.3 Preschool Listening and Speaking:
459	11458	say "I got new shoes too" following a peer's comments about new shoes	36 Foundation	LSU 1.3 Preschool Listening and Speaking:
460	11459	use grammatical rules of the home language, though not always correct	36 Foundation	LSU 1.3 Preschool Listening and Speaking:
461	11460	use "please/thank you" with a prompt	24 Foundation	LSU 1.3 Preschool Listening and Speaking:
462	11461	say "thank you" when given an object during circle time	24 Foundation	LSU 1.3 Preschool Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
463	11462	say "more please" to request a desired food item during meal time	24 Foundation	LSU 1.3 Preschool Listening and Speaking:
464	11463	say "please help" to request assistance	24 Foundation	LSU 1.3 Preschool Listening and Speaking:
465	11464	use simple grammatical rules	24 Foundation	LSU 1.3 Preschool Listening and Speaking:
466	11465	establish and maintain eye contact during verbal interactions	12 Foundation	LSU 1.3 Preschool Listening and Speaking:
467	11466	look at teacher while she is reading a story	12 Foundation	LSU 1.3 Preschool Listening and Speaking:
468	11467	look at teacher when name is called	12 Foundation	LSU 1.3 Preschool Listening and Speaking:
469	11468	look toward person when asked "Where's Johnny?"	12 Foundation	LSU 1.3 Preschool Listening and Speaking:
470	11469	have an expressive vocabulary of 10 words	12 Foundation	LSU 1.3 Preschool Listening and Speaking:
471	11470	use language to construct extended narratives that are real or fictional	60 Foundation	LSU 1.4 Preschool Listening and Speaking:
472	11471	tell a brief story sequence	60 Foundation	LSU 1.4 Preschool Listening and Speaking:
473	11472	tell about daily activities of interest to him/her	60 Foundation	LSU 1.4 Preschool Listening and Speaking:
474	11473	retell the major events of a favorite story	60 Foundation	LSU 1.4 Preschool Listening and Speaking:
475	11474	use language to construct short narratives that are real or fictional	48 Foundation	LSU 1.4 Preschool Listening and Speaking:
476	11475	use one or two complete sentences to draw attention to or describe objects	48 Foundation	LSU 1.4 Preschool Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
477	11476	use one or two complete sentences to draw attention to or describe events	48 Foundation	LSU 1.4 Preschool Listening and Speaking:
478	11477	use one or two sentences to sequence an event	48 Foundation	LSU 1.4 Preschool Listening and Speaking:
479	11478	relate a short narrative to tell about past experiences using at least 3-word phrases with or without picture cues	36 Foundation	LSU 1.4 Preschool Listening and Speaking:
480	11479	see a picture and relate a past experience (ex. "It's a pumpkin. Like the patch. Go on bus.")	36 Foundation	LSU 1.4 Preschool Listening and Speaking:
481	11480	talk or sign about food items at home during meal time (ex. "Mommy buy that."; "We have home")	36 Foundation	LSU 1.4 Preschool Listening and Speaking:
482	11481	imitate and talk about household chores in the kitchen area at playtime (ex. "Mommy do this" while imitating sweeping.)	36 Foundation	LSU 1.4 Preschool Listening and Speaking:
483	11482	use 2-3-word phrases to relate an experience	24 Foundation	LSU 1.4 Preschool Listening and Speaking:
484	11483	say "Did it! I like it!" while doing an art project	24 Foundation	LSU 1.4 Preschool Listening and Speaking:
485	11484	say "Go away" while teacher reads story "Go Away, Big Green Monster"	24 Foundation	LSU 1.4 Preschool Listening and Speaking:
486	11485	say "Yucky cheese; yummy bread" during meal time	24 Foundation	LSU 1.4 Preschool Listening and Speaking:
487	11486	use language to relate experience using short sentences	24 Foundation	LSU 1.4 Preschool Listening and Speaking:
488	11487	use language to construct single words in response to an experience	12 Foundation	LSU 1.4 Preschool Listening and Speaking:
489	11488	say "Pop" or "Up"! when shown a Jack-in-the-Box	12 Foundation	LSU 1.4 Preschool Listening and Speaking:
490	11489	say, "Uh-oh, " in response to someone dropping something	12 Foundation	LSU 1.4 Preschool Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
491	11490	say "mine" when peer tries to take something from him/her	12	LSU 1.4	Preschool
			Foundation		Listening and Speaking:
492	11491	use language to construct single word sentence	12	LSU 1.4	Preschool
			Foundation		Listening and Speaking:
493	11492	understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts	60	LSV 2.1	Preschool
			Foundation		Listening and Speaking:
494	11493	identify when asked for specific items (noun/objects)	60	LSV 2.1	Preschool
			Foundation		Listening and Speaking:
495	11494	give correct response when asked questions regarding actions	60	LSV 2.1	Preschool
			Foundation		Listening and Speaking:
496	11495	respond correctly when asked to identify with specific attributes	60	LSV 2.1	Preschool
			Foundation		Listening and Speaking:
497	11496	use adjectives to describe item	60	LSV 2.1	Preschool
			Foundation		Listening and Speaking:
498	11497	understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts	48	LSV 2.1	Preschool
			Foundation		Listening and Speaking:
499	11498	respond when asked for a specific item	48	LSV 2.1	Preschool
			Foundation		Listening and Speaking:
500	11499	give correct response when asked a "What is this?" question	48	LSV 2.1	Preschool
			Foundation		Listening and Speaking:
501	11500	respond correctly when asked to identify a specific attribute	48	LSV 2.1	Preschool
			Foundation		Listening and Speaking:
502	11501	use an adjective to describe item	48	LSV 2.1	Preschool
			Foundation		Listening and Speaking:
503	11502	identify and use 10 common attributes to describe an object	36	LSV 2.1	Preschool
			Foundation		Listening and Speaking:
504	11503	request during cooking activity, student hands teacher the "big bowl"	36	LSV 2.1	Preschool
			Foundation		Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
505	11504 request specific color during art activity "Want red one."	36 Foundation	LSV 2.1	Preschool Listening and Speaking:
506	11505 identify a sweet or sour food item	36 Foundation	LSV 2.1	Preschool Listening and Speaking:
507	11506 name 6 pictures or objects and/or 3 actions	24 Foundation	LSV 2.1	Preschool Listening and Speaking:
508	11507 say "doggie" when sees dog or picture/toy dog	24 Foundation	LSV 2.1	Preschool Listening and Speaking:
509	11508 point to picture of a monkey eating a banana when asked, "Who is eating?", during story time	24 Foundation	LSV 2.1	Preschool Listening and Speaking:
510	11509 say "him crying" when looking at a peer	24 Foundation	LSV 2.1	Preschool Listening and Speaking:
511	11510 use 3 words in addition to "mama" and "dada"	12 Foundation	LSV 2.1	Preschool Listening and Speaking:
512	11511 label simple items in their environment, such as "baba, doggy", etc.	12 Foundation	LSV 2.1	Preschool Listening and Speaking:
513	11512 point to preferred food item and attempt vocalization during snack time	12 Foundation	LSV 2.1	Preschool Listening and Speaking:
514	11513 say "bye-bye" upon leaving classroom	12 Foundation	LSV 2.1	Preschool Listening and Speaking:
515	11514 understand and use accepted words for categories of objects encountered in everyday life	60 Foundation	LSV 2.2	Preschool Listening and Speaking:
516	11515 verbally identify pictures that fit a given category (e.g., reptiles)	60 Foundation	LSV 2.2	Preschool Listening and Speaking:
517	11516 verbally sort by category (e.g., fruits vs. vegetables)	60 Foundation	LSV 2.2	Preschool Listening and Speaking:
518	11517 verbally list several objects that fit a category (e.g., furniture = chair, table, sofa)	60 Foundation	LSV 2.2	Preschool Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
519	11518	understand and use accepted words for categories of objects encountered and used frequently in everyday life	48 Foundation	LSV 2.2 Preschool Listening and Speaking:
520	11519	identify familiar pictures that fit a category	48 Foundation	LSV 2.2 Preschool Listening and Speaking:
521	11520	sort familiar objects by category	48 Foundation	LSV 2.2 Preschool Listening and Speaking:
522	11521	list familiar objects	48 Foundation	LSV 2.2 Preschool Listening and Speaking:
523	11522	sort objects into three categories of objects, when shown specific items	36 Foundation	LSV 2.2 Preschool Listening and Speaking:
524	11523	sort toy animals, play food, and toy cars	36 Foundation	LSV 2.2 Preschool Listening and Speaking:
525	11524	sort shapes	36 Foundation	LSV 2.2 Preschool Listening and Speaking:
526	11525	sort cars, trains, and airplanes	36 Foundation	LSV 2.2 Preschool Listening and Speaking:
527	11526	group like objects together when given two categories of play objects	24 Foundation	LSV 2.2 Preschool Listening and Speaking:
528	11527	put foods together in the refrigerator and dishes in the cupboard, when asked to clean up the kitchen area	24 Foundation	LSV 2.2 Preschool Listening and Speaking:
529	11528	put all animals together in his "zoo ", and put cars/vehicles together on the "race track" during play time	24 Foundation	LSV 2.2 Preschool Listening and Speaking:
530	11529	put items away in proper place during clean up	24 Foundation	LSV 2.2 Preschool Listening and Speaking:
531	11530	ask for food /drink when hungry/thirsty	12 Foundation	LSV 2.2 Preschool Listening and Speaking:
532	11531	say "baba" or approximation of "cup" to request when thirsty	12 Foundation	LSV 2.2 Preschool Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
533	11532	say "mmm" when eating when adult says, "It's yummy."	12 Foundation	LSV 2.2 Preschool Listening and Speaking:
534	11533	sign "want" or "more" when hungry or thirsty	12 Foundation	LSV 2.2 Preschool Listening and Speaking:
535	11534	understand and use both simple and complex words that describe the relations between objects	60 Foundation	LSV 2.3 Preschool Listening and Speaking:
536	11535	perform action related to preposition used	60 Foundation	LSV 2.3 Preschool Listening and Speaking:
537	11536	describe relationship of objects with different sizes	60 Foundation	LSV 2.3 Preschool Listening and Speaking:
538	11537	recognize difference in spatial concepts (next to, beside)	60 Foundation	LSV 2.3 Preschool Listening and Speaking:
539	11538	understand and use simple words that describe the relations between objects	48 Foundation	LSV 2.3 Preschool Listening and Speaking:
540	11539	identify similar objects when presented with a target object (e.g., Find the same shape as this)	48 Foundation	LSV 2.3 Preschool Listening and Speaking:
541	11540	use prepositions to describe where someone/something is located	48 Foundation	LSV 2.3 Preschool Listening and Speaking:
542	11541	follow prepositional directions (e.g., put in, put on, put under)	48 Foundation	LSV 2.3 Preschool Listening and Speaking:
543	11542	identify differences in similar categories (e.g., cats and dogs are different animals)	48 Foundation	LSV 2.3 Preschool Listening and Speaking:
544	11543	verbalize prepositions in, on, and under	36 Foundation	LSV 2.3 Preschool Listening and Speaking:
545	11544	say "toy in pocket"	36 Foundation	LSV 2.3 Preschool Listening and Speaking:
546	11545	respond, "under the bridge" during story time when asked, "Where's the troll?"	36 Foundation	LSV 2.3 Preschool Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
547	11546	say "sit on chair" to teacher	36 Foundation	LSV 2.3 Preschool Listening and Speaking:
548	11547	follow one step direction using the prepositions "on, in, and under"	24 Foundation	LSV 2.3 Preschool Listening and Speaking:
549	11548	put book on shelf	24 Foundation	LSV 2.3 Preschool Listening and Speaking:
550	11549	put coat in cubby upon request	24 Foundation	LSV 2.3 Preschool Listening and Speaking:
551	11550	drive toy car under the bridge	24 Foundation	LSV 2.3 Preschool Listening and Speaking:
552	11551	follow one step direction using the preposition "in"	12 Foundation	LSV 2.3 Preschool Listening and Speaking:
553	11552	put coat in cubby upon request	12 Foundation	LSV 2.3 Preschool Listening and Speaking:
554	11553	put trash in trash can	12 Foundation	LSV 2.3 Preschool Listening and Speaking:
555	11554	put straw in milk carton	12 Foundation	LSV 2.3 Preschool Listening and Speaking:
556	11555	relate an experience or creative story in a logical sequence (with age-appropriate grammar)	Kinder K Standard	S 2.2 Preschool Listening and Speaking:
557	11556	understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas	60 Foundation	LSG 3.1 Preschool Listening and Speaking:
558	11557	respond with appropriate action to a statement or request that includes multiple clauses	60 Foundation	LSG 3.1 Preschool Listening and Speaking:
559	11558	respond to 3 part related directions	60 Foundation	LSG 3.1 Preschool Listening and Speaking:
560	11559	use noun phrases that includes 3-4 descriptors	60 Foundation	LSG 3.1 Preschool Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
561	11560	produce 2 part sentences using a connector (and, but)	60	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
562	11561	understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas	48	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
563	11562	identify objects that are the same	48	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
564	11563	identify objects that are the different	48	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
565	11564	use prepositions to describe location of object (in, on under)	48	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
566	11565	use 3 word phrases including articles, possessives and/or adjectives	36	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
567	11566	state, "that car mine" during play time	36	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
568	11567	state, "big green monster" during story time	36	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
569	11568	state, "mine cookie good" during snack time	36	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
570	11569	use 2 word phrases which include nouns, verbs and/or modifiers	24	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
571	11570	state, "more juice" during snack time	24	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
572	11571	say, "baby eat" during dramatic play	24	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
573	11572	say, "more book" during center time	24	LSG 3.1	Preschool
			Foundation		Listening and Speaking:
574	11573	use a 1 word utterance to request or comment	12	LSG 3.1	Preschool
			Foundation		Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
575	11574	state, "up" and lift arms to be picked up	12 Foundation	LSG 3.1 Preschool Listening and Speaking:
576	11575	state, "bye-bye" when going home	12 Foundation	LSG 3.1 Preschool Listening and Speaking:
577	11576	say "juice" at snack time	12 Foundation	LSG 3.1 Preschool Listening and Speaking:
578	11577	understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and	60 Foundation	LSG 3.2 Preschool Listening and Speaking:
579	11578	correctly answer who, what, when questions regarding story	60 Foundation	LSG 3.2 Preschool Listening and Speaking:
580	11579	understand and apply the "s" sounds to indicate plurals	60 Foundation	LSG 3.2 Preschool Listening and Speaking:
581	11580	understand and use various pronouns (subject, object, possessive, and demonstrative)	60 Foundation	LSG 3.2 Preschool Listening and Speaking:
582	11581	add an "s" sound to nouns to create possessive form of word	60 Foundation	LSG 3.2 Preschool Listening and Speaking:
583	11582	understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives	48 Foundation	LSG 3.2 Preschool Listening and Speaking:
584	11583	correctly answer who, what, when questions about familiar items	48 Foundation	LSG 3.2 Preschool Listening and Speaking:
585	11584	add the "s" sound to indicate plurals	48 Foundation	LSG 3.2 Preschool Listening and Speaking:
586	11585	use various pronouns (subject, object)	48 Foundation	LSG 3.2 Preschool Listening and Speaking:
587	11586	add an "s" sound to nouns to create possessive form of word	48 Foundation	LSG 3.2 Preschool Listening and Speaking:
588	11587	use 3 word utterances including plurals, past tense verbs and/or verbs + "ing"	36 Foundation	LSG 3.2 Preschool Listening and Speaking:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
589	state "Jimmy goed home" or "David falled down"	36 Foundation	LSG 3.2	Preschool Listening and Speaking:
590	state, "blocks fall down"	36 Foundation	LSG 3.2	Preschool Listening and Speaking:
591	state "I like swinging"	36 Foundation	LSG 3.2	Preschool Listening and Speaking:
592	demonstrate understanding of plural nouns by pointing to correct picture upon request	24 Foundation	LSG 3.2	Preschool Listening and Speaking:
593	point to shoes vs. shoe in a picture book upon request, when looking at a book	24 Foundation	LSG 3.2	Preschool Listening and Speaking:
594	bring more than one cup to table when teacher requests, "Please bring me the cups.", when in kitchen play area	24 Foundation	LSG 3.2	Preschool Listening and Speaking:
595	point to group of cars when asked, when in play area	24 Foundation	LSG 3.2	Preschool Listening and Speaking:
596	grammar skills are not expected at this age	12 Foundation	LSG 3.2	Preschool Listening and Speaking:
597	recognizes and names all upper and lower case letters of the alphabet	Kinder K Standard	S 1.6	Preschool Reading: Concepts about
598	follow words from left to right and from top to bottom on the printed page	Kinder K Standard	S 1.2	Preschool Reading: Concepts about
599	display appropriate book-handling behaviors and knowledge of print conventions	60 Foundation	RCP 1.1	Preschool Reading: Concepts about
600	orient a book correctly for reading (i.e., right side up with front cover facing child)	60 Foundation	RCP 1.1	Preschool Reading: Concepts about
601	turn pages of a book one at a time	60 Foundation	RCP 1.1	Preschool Reading: Concepts about
602	begin to track print from left to right and top to bottom (e.g., while pretending to read)	60 Foundation	RCP 1.1	Preschool Reading: Concepts about

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
603	11602	say, "the end" after reaching the last page of a picture book	60 Foundation	RCP 1.1 Preschool Reading: Concepts about
604	11603	begin to display appropriate book-handling behaviors and begin to recognize print conventions	48 Foundation	RCP 1.1 Preschool Reading: Concepts about
605	11604	hold a book appropriately for reading	48 Foundation	RCP 1.1 Preschool Reading: Concepts about
606	11605	point to the title of a book on the cover	48 Foundation	RCP 1.1 Preschool Reading: Concepts about
607	11606	turn pages of a book in the same direction	48 Foundation	RCP 1.1 Preschool Reading: Concepts about
608	11607	independently look at books for 5 minutes	36 Foundation	RCP 1.1 Preschool Reading: Concepts about
609	11608	select and "read" a book, during library time	36 Foundation	RCP 1.1 Preschool Reading: Concepts about
610	11609	pretend to read a book to peers or dolls	36 Foundation	RCP 1.1 Preschool Reading: Concepts about
611	11610	independently turn pages in a book	24 Foundation	RCP 1.1 Preschool Reading: Concepts about
612	11611	turn pages in a book, during library time	24 Foundation	RCP 1.1 Preschool Reading: Concepts about
613	11612	turn pages of song book, during music time	24 Foundation	RCP 1.1 Preschool Reading: Concepts about
614	11613	turn pages of a picture journal, during center time	24 Foundation	RCP 1.1 Preschool Reading: Concepts about
615	11614	touch pictures in a book	12 Foundation	RCP 1.1 Preschool Reading: Concepts about
616	11615	identify pictures in a book, during story time upon request	12 Foundation	RCP 1.1 Preschool Reading: Concepts about

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
617	touch pictures of peers, when looking at class photos	12	RCP 1.1	Preschool
		Foundation		Reading: Concepts about
618	point to picture in "big book", during circle time	12	RCP 1.1	Preschool
		Foundation		Reading: Concepts about
619	understand that print is something that is read and has specific meaning	60	RCP 1.2	Preschool
		Foundation		Reading: Concepts about
620	ask the teacher, "What does this say?" when pointing got text in a book	60	RCP 1.2	Preschool
		Foundation		Reading: Concepts about
621	when point to a sign and ask, "Can you tell me what that says?"	60	RCP 1.2	Preschool
		Foundation		Reading: Concepts about
622	ask the teacher to write down a dictated story or note and then "read" it to the other children	60	RCP 1.2	Preschool
		Foundation		Reading: Concepts about
623	recognize print as something that can be read	48	RCP 1.2	Preschool
		Foundation		Reading: Concepts about
624	point to letters in a book that are in the child's own first name	48	RCP 1.2	Preschool
		Foundation		Reading: Concepts about
625	identify pictures vs. text in a children's book	48	RCP 1.2	Preschool
		Foundation		Reading: Concepts about
626	make marks on paper and ask someone to "read it"	48	RCP 1.2	Preschool
		Foundation		Reading: Concepts about
627	recognize environmental signs	36	RCP 1.2	Preschool
		Foundation		Reading: Concepts about
628	identify McDonald's, WalMart and Toys-R-Us icons	36	RCP 1.2	Preschool
		Foundation		Reading: Concepts about
629	identify a favorite toy, when looking at toy ads	36	RCP 1.2	Preschool
		Foundation		Reading: Concepts about
630	recognize the sign for boys/men and girls/women's restroom	36	RCP 1.2	Preschool
		Foundation		Reading: Concepts about

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
631	11630	choose and independently look at books	24 Foundation	RCP 1.2 Preschool Reading: Concepts about
632	11631	select a book, during library time	24 Foundation	RCP 1.2 Preschool Reading: Concepts about
633	11632	look at pictures of foods using child menus at the snack table	24 Foundation	RCP 1.2 Preschool Reading: Concepts about
634	11633	select a catalog to browse during free time	24 Foundation	RCP 1.2 Preschool Reading: Concepts about
635	11634	respond with a verbal or motor response while being read to	12 Foundation	RCP 1.2 Preschool Reading: Concepts about
636	11635	make a car noise, during library time	12 Foundation	RCP 1.2 Preschool Reading: Concepts about
637	11636	imitate movements described in a story, such as "The Wheels on the Bus", during circle time	12 Foundation	RCP 1.2 Preschool Reading: Concepts about
638	11637	imitate movement during a finger play	12 Foundation	RCP 1.2 Preschool Reading: Concepts about
639	11638	distinguish orally stated one syllable words and separate them into beginning or ending sounds	Kinder K Standard	S 1.11 Preschool Reading: Phonological
640	11639	blend vowel & consonant sounds orally to make words and syllables	Kinder K Standard	S 1.9 Preschool Reading: Phonological
641	11640	orally blend and delete words and syllables without the support of pictures or objects	60 Foundation	RPA 2.1 Preschool Reading: Phonological
642	11641	put together two familiar words to make a compound word (e.g., sun + shine = sunshine)	60 Foundation	RPA 2.1 Preschool Reading: Phonological
643	11642	put together two syllables to make a familiar word (e.g., but + ter = butter)	60 Foundation	RPA 2.1 Preschool Reading: Phonological
644	11643	orally take apart compound words (e.g., what two words make up mailbox? - mail + box)	60 Foundation	RPA 2.1 Preschool Reading: Phonological

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
645	11644	orally take apart two syllable words (e.g., what is doorknob without the knob? - door)	60 Foundation	RPA 2.1 Reading: Phonological	Preschool
646	11645	phonological awareness skills are not expected at this age	48 Foundation	RPA 2.1 Reading: Phonological	Preschool
647	11646	phonological awareness skills are not expected at this age	36 Foundation	RPA 2.1 Reading: Phonological	Preschool
648	11647	phonological awareness skills are not expected at this age	24 Foundation	RPA 2.1 Reading: Phonological	Preschool
649	11648	phonological awareness skills are not expected at this age	12 Foundation	RPA 2.1 Reading: Phonological	Preschool
650	11649	orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects	60 Foundation	RPA 2.2 Reading: Phonological	Preschool
651	11650	will, with support of pictures or objects, orally blend onsets and rimes of words (e.g., r-at = rat)	60 Foundation	RPA 2.2 Reading: Phonological	Preschool
652	11651	will, with support of pictures or objects, delete the onset of words (e.g., pants without p = ants)	60 Foundation	RPA 2.2 Reading: Phonological	Preschool
653	11652	will, with support of pictures or objects, blend phonemes to make words (e.g., h-a-t = hat)	60 Foundation	RPA 2.2 Reading: Phonological	Preschool
654	11653	phonological awareness skills are not expected at this age	48 Foundation	RPA 2.2 Reading: Phonological	Preschool
655	11654	phonological awareness skills are not expected at this age	36 Foundation	RPA 2.2 Reading: Phonological	Preschool
656	11655	phonological awareness skills are not expected at this age	24 Foundation	RPA 2.2 Reading: Phonological	Preschool
657	11656	phonological awareness skills are not expected at this age	12 Foundation	RPA 2.2 Reading: Phonological	Preschool
658	11657	match all consonant & short vowel sounds to appropriate letters of the alphabet	Kinder K Standard	S 1.14 Reading: Alphabetics &	Preschool

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
659	11658	recognize own name or other common words in print	60 Foundation	RAW 3.1 Reading: Alphabetsics & ...
660	11659	recognize own name on a sign-in sheet, name tag, cubby label, or place at table	60 Foundation	RAW 3.1 Reading: Alphabetsics & ...
661	11660	recognize common and familiar words in print (e.g., mom, friends' names)	60 Foundation	RAW 3.1 Reading: Alphabetsics & ...
662	11661	recognize the first letter of own name	48 Foundation	RAW 3.1 Reading: Alphabetsics & ...
663	11662	recognize first letter of name in any context	48 Foundation	RAW 3.1 Reading: Alphabetsics & ...
664	11663	identify first letter of name	48 Foundation	RAW 3.1 Reading: Alphabetsics & ...
665	11664	will, when prompted with a card with the first letter of his/her name, respond to directions given	48 Foundation	RAW 3.1 Reading: Alphabetsics & ...
666	11665	recognize their name out of a field of three	36 Foundation	RAW 3.1 Reading: Alphabetsics & ...
667	11666	identify their place at the table using named place mats, during snack time	36 Foundation	RAW 3.1 Reading: Alphabetsics & ...
668	11667	find name card and put it next to photo, during circle time	36 Foundation	RAW 3.1 Reading: Alphabetsics & ...
669	11668	find his/her work bin	36 Foundation	RAW 3.1 Reading: Alphabetsics & ...
670	11669	match first letter of name	24 Foundation	RAW 3.1 Reading: Alphabetsics & ...
671	11670	match magnetic letters on cabinet	24 Foundation	RAW 3.1 Reading: Alphabetsics & ...
672	11671	find first letter of name and decorate it, during art activity	24 Foundation	RAW 3.1 Reading: Alphabetsics & ...

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
673	11672	match first letter with the sticker when given stickers and printed name	24 Foundation	RAW 3.1 Reading: Alphabetics &
674	11673	touch name when shown name by adult	12 Foundation	RAW 3.1 Reading: Alphabetics &
675	11674	touch name on place mat	12 Foundation	RAW 3.1 Reading: Alphabetics &
676	11675	touch name on cubby	12 Foundation	RAW 3.1 Reading: Alphabetics &
677	11676	touch work bins	12 Foundation	RAW 3.1 Reading: Alphabetics &
678	11677	match more than half of uppercase letter names and more than half of lowercase letter names to their printed form	60 Foundation	RAW 3.2 Reading: Alphabetics &
679	11678	will, when shown an uppercase or lowercase letter, say its name	60 Foundation	RAW 3.2 Reading: Alphabetics &
680	11679	will, when attending to common words or names of friends, say some letter names	60 Foundation	RAW 3.2 Reading: Alphabetics &
681	11680	will, when prompted with the name of the letter, point to the correct letter on a chart	60 Foundation	RAW 3.2 Reading: Alphabetics &
682	11681	match some letter names to their printed form	48 Foundation	RAW 3.2 Reading: Alphabetics &
683	11682	trace letters of own name on sand paper	48 Foundation	RAW 3.2 Reading: Alphabetics &
684	11683	identify letters in own name in puzzles	48 Foundation	RAW 3.2 Reading: Alphabetics &
685	11684	name letters in story books and other printed material (not just letters in own name)	48 Foundation	RAW 3.2 Reading: Alphabetics &
686	11685	sort letters (e.g., A's with A's, B's to B's)	48 Foundation	RAW 3.2 Reading: Alphabetics &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
687	match using magnetic letters	36 Foundation	RAW 3.2	Preschool Reading: Alphabetics &
688	match letters using puzzle pieces	36 Foundation	RAW 3.2	Preschool Reading: Alphabetics &
689	match during a computer game	36 Foundation	RAW 3.2	Preschool Reading: Alphabetics &
690	sing alphabet song using preferred mode of communication	24 Foundation	RAW 3.2	Preschool Reading: Alphabetics &
691	sing "ABC", during circle time	24 Foundation	RAW 3.2	Preschool Reading: Alphabetics &
692	"sing" alphabet song, at listening center	24 Foundation	RAW 3.2	Preschool Reading: Alphabetics &
693	sing the "ABC" song while playing a computer game	24 Foundation	RAW 3.2	Preschool Reading: Alphabetics &
694	look at pages of the book while being read to for 5 minutes	12 Foundation	RAW 3.2	Preschool Reading: Alphabetics &
695	attend to story, during circle time	12 Foundation	RAW 3.2	Preschool Reading: Alphabetics &
696	scan pages of a book	12 Foundation	RAW 3.2	Preschool Reading: Alphabetics &
697	use hand over hand to "point" to first letter of student's name	12 Foundation	RAW 3.2	Preschool Reading: Alphabetics &
698	begin to recognize that letters have sounds	60 Foundation	RAW 3.3	Preschool Reading: Alphabetics &
699	make the correct sound for the first letter of his/her name	60 Foundation	RAW 3.3	Preschool Reading: Alphabetics &
700	make the correct letter sound when pointing to a letter in a book	60 Foundation	RAW 3.3	Preschool Reading: Alphabetics &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
701	11701	indicate the correct letter when asked, "which of these pictures makes this sound?"	60 Foundation	RAW 3.3 Preschool Reading: Alphabetics &
702	11702	Alphabetics and Word/print recognition skills are not expected at this age	48 Foundation	RAW 3.3 Preschool Reading: Alphabetics &
703	11703	Alphabetics and Word/print recognition skills are not expected at this age	36 Foundation	RAW 3.3 Preschool Reading: Alphabetics &
704	11704	Alphabetics and Word/print recognition skills are not expected at this age	24 Foundation	RAW 3.3 Preschool Reading: Alphabetics &
705	11705	Alphabetics and Word/print recognition skills are not expected at this age	12 Foundation	RAW 3.3 Preschool Reading: Alphabetics &
706	11706	demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting and inferencing), retelling, reenacting or	60 Foundation	RCA 4.1 Preschool Reading: Comprehension &
707	11707	use a bucket (pail of water) and step stool (the hill) to reenact the "Jack and Jill" rhyme	60 Foundation	RCA 4.1 Preschool Reading: Comprehension &
708	11708	place picture cards or flannel board pictures in order while retelling a familiar story with peers	60 Foundation	RCA 4.1 Preschool Reading: Comprehension &
709	11709	use props and puppets to act the sequence of events in a familiar story	60 Foundation	RCA 4.1 Preschool Reading: Comprehension &
710	11710	respond to open-ended questions (e.g., how, why, cause/effect, prediction, inferring)	60 Foundation	RCA 4.1 Preschool Reading: Comprehension &
711	11711	demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork	48 Foundation	RCA 4.1 Preschool Reading: Comprehension &
712	11712	pretend to be a character from a familiar story	48 Foundation	RCA 4.1 Preschool Reading: Comprehension &
713	11713	retell a story to peers or stuffed animals in dramatic play	48 Foundation	RCA 4.1 Preschool Reading: Comprehension &
714	11714	identify character's feelings when asked	48 Foundation	RCA 4.1 Preschool Reading: Comprehension &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
715	11715	answer who and what question about a character/events	36 Foundation	RCA 4.1 Preschool Reading: Comprehension &
716	11716	identify who the story is about	36 Foundation	RCA 4.1 Preschool Reading: Comprehension &
717	11717	reference text through own experience (i.e. Me dog)	36 Foundation	RCA 4.1 Preschool Reading: Comprehension &
718	11718	identify picture in book when asked, "What?"	36 Foundation	RCA 4.1 Preschool Reading: Comprehension &
719	11719	name a favorite character (e.g. Dora, Blues Clues, Mickey Mouse) using preferred mode of communication when shown pictures	24 Foundation	RCA 4.1 Preschool Reading: Comprehension &
720	11720	name character, during story time	24 Foundation	RCA 4.1 Preschool Reading: Comprehension &
721	11721	name character upon seeing poster in classroom	24 Foundation	RCA 4.1 Preschool Reading: Comprehension &
722	11722	name characters, during structured play	24 Foundation	RCA 4.1 Preschool Reading: Comprehension &
723	11723	point to a favorite named character (e.g. Dora, Blues Clues, Mickey Mouse) when shown pictures	12 Foundation	RCA 4.1 Preschool Reading: Comprehension &
724	11724	point to character, during story time	12 Foundation	RCA 4.1 Preschool Reading: Comprehension &
725	11725	point to character upon seeing poster in classroom	12 Foundation	RCA 4.1 Preschool Reading: Comprehension &
726	11726	point to characters, during structured play	12 Foundation	RCA 4.1 Preschool Reading: Comprehension &
727	11727	use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting	60 Foundation	RCA 4.2 Preschool Reading: Comprehension &
728	11728	will, after hearing a book, report important differences & similarities of jet vs. propeller planes	60 Foundation	RCA 4.2 Preschool Reading: Comprehension &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
729	11729 will, after hearing a book about dentists, tell about a personal visit to the dentist	60 Foundation	RCA 4.2	Preschool Reading: Comprehension &
730	11730 will, after hearing a book about gardening, explain or demonstrate the steps of planting a seed	60 Foundation	RCA 4.2	Preschool Reading: Comprehension &
731	11731 demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork	48 Foundation	RCA 4.2	Preschool Reading: Comprehension &
732	11732 will, after listening to a story, demonstrate jobs that vehicles do (e.g., trucks carry things)	48 Foundation	RCA 4.2	Preschool Reading: Comprehension &
733	11733 will, after listening to a story, build replicas of items noted in the story with blocks	48 Foundation	RCA 4.2	Preschool Reading: Comprehension &
734	11734 will, after listening to a story, pretend to be a character mentioned in the story	48 Foundation	RCA 4.2	Preschool Reading: Comprehension &
735	11735 will, after listening to a story, communicate details of the story	48 Foundation	RCA 4.2	Preschool Reading: Comprehension &
736	11736 take part in reading by filling in words or phrases of favorite book	36 Foundation	RCA 4.2	Preschool Reading: Comprehension &
737	11737 say/sign familiar phrases in repetitive story (i.e. Five Monkeys Jumpin' On the Bed) during circle time	36 Foundation	RCA 4.2	Preschool Reading: Comprehension &
738	11738 fill in words/phrases when teacher pauses, during library time	36 Foundation	RCA 4.2	Preschool Reading: Comprehension &
739	11739 choose correct picture card to complete sentence in pocket chart, during circle time	36 Foundation	RCA 4.2	Preschool Reading: Comprehension &
740	11740 point to and name familiar pictures in a book	24 Foundation	RCA 4.2	Preschool Reading: Comprehension &
741	11741 point to classmates in classroom book, during circle time	24 Foundation	RCA 4.2	Preschool Reading: Comprehension &
742	11742 point to and name pictures in big book, during library time	24 Foundation	RCA 4.2	Preschool Reading: Comprehension &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
743	name puzzle pieces, at manipulative table	24 Foundation	RCA 4.2	Preschool Reading: Comprehension &
744	match realia to picture, when shown pictures in a book	12 Foundation	RCA 4.2	Preschool Reading: Comprehension &
745	match fruit to "Hungry Caterpillar", during center time	12 Foundation	RCA 4.2	Preschool Reading: Comprehension &
746	match Brown Bear felt pieces to story, during circle time	12 Foundation	RCA 4.2	Preschool Reading: Comprehension &
747	match realia in story bags to book, during story time	12 Foundation	RCA 4.2	Preschool Reading: Comprehension &
748	demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities	60 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
749	bring a favorite book from home to be read during story time	60 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
750	create or obtain appropriate written materials for dramatic play (e.g., a menu for playing restaurant)	60 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
751	describe a trip to the library where he/she checked out books and read them at home	60 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
752	demonstrate enjoyment of literacy and literacy-related activities	48 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
753	bring a book to an adult to read	48 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
754	choose to pretend "read" or "write" a story	48 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
755	maintain attention while listening to a story	48 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
756	use puppets or props to act out a story	36 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
757	11757 use props for "Goldilocks", during circle time	36 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
758	11758 choose dog puppet to use for "I Wanna Be a Dog", during music time	36 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
759	11759 use puppets to retell story, at centers	36 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
760	11760 ask an adult to read a book	24 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
761	11761 ask adult for book, during library times	24 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
762	11762 select the book for read-a-loud, during story time	24 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
763	11763 go to listening center to listen to book, during free choice time	24 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
764	11764 select a book	12 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
765	11765 pick a favorite book, during library time	12 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
766	11766 pick a favorite from a variety of books, during direct instruction	12 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
767	11767 look at book, during free choice time	12 Foundation	RLI 5.1	Preschool Reading: Literacy Interest &
768	11768 engage in more complex routines associated with literacy activities	60 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
769	11769 return books to the library shelf after independent reading	60 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
770	11770 find own journal book when entering the classroom and engage in pretend writing	60 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
771	will, after listening to a book about insects, ask the teacher to identify other similar books	60 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
772	engage in routines associated with literacy activities	48 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
773	listen to a story	48 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
774	talk about a story	48 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
775	ask for help to "write" something	48 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
776	participate in literacy activities	36 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
777	choose puppet to act out story, during story time	36 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
778	choose costumes to act out character, during story time	36 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
779	point to pictures in a Rebus story as adult reads	36 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
780	attend to literacy activities	24 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
781	choose props, during story time	24 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
782	participate in art project aligned to "story of the week"	24 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
783	put name next to or under picture (left/right, top/bottom)	24 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &
784	turn toward direction of reader's voice	12 Foundation	RLI 5.2	Preschool Reading: Literacy Interest &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
785	look to teacher, when starts to read	12	RLI 5.2	Preschool
		Foundation		Reading: Literacy Interest &
786	write by moving from left to right and top to bottom	Kinder	S 1.3	Preschool
		K Standard		Writing Strategies
787	writes consonant-vowel-consonant words (e.g. dog, cat, run)	Kinder	S 1.2	Preschool
		K Standard		Writing Strategies
788	use letters and phonetically spelled words to write about experiences, stories, people, objects, or events	Kinder	S 1.1	Preschool
		K Standard		Writing Strategies
789	adjust grasp and body position for increased control in drawing and writing	60	WS 1.1	Preschool
		Foundation		Writing Strategies
790	hold a pencil or pen with finger grasp to write	60	WS 1.1	Preschool
		Foundation		Writing Strategies
791	draw recognizable figures, letters, or shapes	60	WS 1.1	Preschool
		Foundation		Writing Strategies
792	move hand to hold paper in place while drawing or writing	60	WS 1.1	Preschool
		Foundation		Writing Strategies
793	experiment with grasp and body position using a variety of drawing and writing tools	48	WS 1.1	Preschool
		Foundation		Writing Strategies
794	grasp a marker to draw	48	WS 1.1	Preschool
		Foundation		Writing Strategies
795	paint at an easel with brushes	48	WS 1.1	Preschool
		Foundation		Writing Strategies
796	use various instruments to draw and paint	48	WS 1.1	Preschool
		Foundation		Writing Strategies
797	begin to hold a variety of writing tools with thumb and fingers when positioned by adult	36	WS 1.1	Preschool
		Foundation		Writing Strategies
798	hold crayon	36	WS 1.1	Preschool
		Foundation		Writing Strategies

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
799	11799	hold pencil	36 Foundation	WS 1.1 Preschool Writing Strategies
800	11800	hold marker	36 Foundation	WS 1.1 Preschool Writing Strategies
801	11801	make circular scribbles on a variety of materials when given a variety of writing tools	24 Foundation	WS 1.1 Preschool Writing Strategies
802	11802	hold crayon	24 Foundation	WS 1.1 Preschool Writing Strategies
803	11803	hold paint brush	24 Foundation	WS 1.1 Preschool Writing Strategies
804	11804	hold chalk	24 Foundation	WS 1.1 Preschool Writing Strategies
805	11805	grasp writing tool adaptively, when given paper	12 Foundation	WS 1.1 Preschool Writing Strategies
806	11806	hold crayon	12 Foundation	WS 1.1 Preschool Writing Strategies
807	11807	hold sand scoop	12 Foundation	WS 1.1 Preschool Writing Strategies
808	11808	hold chalk in chalk holder	12 Foundation	WS 1.1 Preschool Writing Strategies
809	11809	write letters or letter-like shapes to represent words or ideas	60 Foundation	WS 1.2 Preschool Writing Strategies
810	11810	draw a picture and write a label for the picture	60 Foundation	WS 1.2 Preschool Writing Strategies
811	11811	write strings of symbols that look like letters or write actual letters (may vary in directionality)	60 Foundation	WS 1.2 Preschool Writing Strategies
812	11812	write using scribbles that are different from pictures	48 Foundation	WS 1.2 Preschool Writing Strategies

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
813	11813	produce scribble writing that is linear	48	WS 1.2	Preschool
			Foundation		Writing Strategies
814	11814	scribble lines and circles	48	WS 1.2	Preschool
			Foundation		Writing Strategies
815	11815	produce scribbles that are separated like text	48	WS 1.2	Preschool
			Foundation		Writing Strategies
816	11816	copy a circle	36	WS 1.2	Preschool
			Foundation		Writing Strategies
817	11817	copy a circle in sand tray	36	WS 1.2	Preschool
			Foundation		Writing Strategies
818	11818	copy a circle in a MagnaDoodle	36	WS 1.2	Preschool
			Foundation		Writing Strategies
819	11819	copy a circle using various mediums	36	WS 1.2	Preschool
			Foundation		Writing Strategies
820	11820	imitate drawing a vertical and horizontal line	24	WS 1.2	Preschool
			Foundation		Writing Strategies
821	11821	imitate teacher using dry erase markers, during circle time	24	WS 1.2	Preschool
			Foundation		Writing Strategies
822	11823	make vertical and horizontal lines using a toy car through paint	24	WS 1.2	Preschool
			Foundation		Writing Strategies
823	11823	use shaving cream on a mirror	24	WS 1.2	Preschool
			Foundation		Writing Strategies
824	11824	make marks on a paper with crayon	12	WS 1.2	Preschool
			Foundation		Writing Strategies
825	11825	make marks on paper, during center time	12	WS 1.2	Preschool
			Foundation		Writing Strategies
826	11826	write first name nearly correctly	60	WS 1.3	Preschool
			Foundation		Writing Strategies

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
827	11827	write own first name with or without mistakes (e.g., may exclude, reverse some letters)	60	WS 1.3	Preschool
			Foundation		Writing Strategies
828	11828	write marks to represent own name	48	WS 1.3	Preschool
			Foundation		Writing Strategies
829	11829	make a series of circles and lines to represent own name	48	WS 1.3	Preschool
			Foundation		Writing Strategies
830	11830	write marks and refer to them as his/her name	48	WS 1.3	Preschool
			Foundation		Writing Strategies
831	11831	make a series of marks to represent his/her name when given a model	36	WS 1.3	Preschool
			Foundation		Writing Strategies
832	11832	make marks with marker, at writing station	36	WS 1.3	Preschool
			Foundation		Writing Strategies
833	11833	"sign in" with dry erase marker, at circle time	36	WS 1.3	Preschool
			Foundation		Writing Strategies
834	11834	write name in shaving cream	36	WS 1.3	Preschool
			Foundation		Writing Strategies
835	11835	make purposeful marks on paper	24	WS 1.3	Preschool
			Foundation		Writing Strategies
836	11836	pick up crayon and attempt to write on paper, while at writing station	24	WS 1.3	Preschool
			Foundation		Writing Strategies
837	11837	make marks, when given chalk	24	WS 1.3	Preschool
			Foundation		Writing Strategies
838	11838	check box by name and photo	24	WS 1.3	Preschool
			Foundation		Writing Strategies
839	11839	grasp a writing tool and attempt to make marks on a writing surface	12	WS 1.3	Preschool
			Foundation		Writing Strategies
840	11840	pick up crayon and make marks, while at writing station	12	WS 1.3	Preschool
			Foundation		Writing Strategies

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
841	pick up stick and "write" in dirt, while on the playground	12	WS 1.3	Preschool
		Foundation		Writing Strategies
842	make marks in pudding with spoon, at sensory center	12	WS 1.3	Preschool
		Foundation		Writing Strategies
843	recite numbers in order to twenty with increasing accuracy	60	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
844	recite numbers one to twenty incompletely or with errors (e.g., one, two, three, nine, ten, etc.)	60	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
845	chant one to twenty in order while singing	60	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
846	recite one to twenty to show a friend how high he/she can count	60	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
847	recite numbers in order to ten with increasing accuracy	48	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
848	recite one to ten with errors	48	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
849	recite one to ten while walking	48	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
850	recite one to ten while singing	48	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
851	rote count to 5 when asked	36	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
852	hold down picture to the count of 5 when gluing	36	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
853	count to 5 before going down the slide	36	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
854	sing counting finger play songs to 5 (i.e., Five Little Monkeys)	36	MNS 1.1	Preschool
		Foundation		Math; Number Sense:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
855	imitate rote counting to 10 when asked	24	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
856	count to 5 after adult modeling	24	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
857	imitate counting to 3 (one number at a time) before being tickled	24	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
858	sing a counting song during circle-time with peers, (i.e., Five Little Ducks go out to Play)	24	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
859	say how old they are when asked	24	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
860	attend to an adult when counting 1 to 10	12	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
861	watch and wait while an adult counts out 10 crackers	12	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
862	make eye contact with the teacher during a counting song	12	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
863	watch peers counting classmates	12	MNS 1.1	Preschool
		Foundation		Math; Number Sense:
864	recognize and know the name of some written numerals	60	MNS 1.2	Preschool
		Foundation		Mathematics: Number
865	name some numeral found in books or during a game	60	MNS 1.2	Preschool
		Foundation		Mathematics: Number
866	point to numerals in a number puzzle as the teacher names them	60	MNS 1.2	Preschool
		Foundation		Mathematics: Number
867	begin to recognize and name a few written numerals	48	MNS 1.2	Preschool
		Foundation		Mathematics: Number
868	identify the number one	48	MNS 1.2	Preschool
		Foundation		Mathematics: Number

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
869	11869 identify numbers 1-5	48 Foundation	MNS 1.2	Preschool Mathematics: Number
870	11870 identify the numbers one to five (in order) in text	48 Foundation	MNS 1.2	Preschool Mathematics: Number
871	11871 identify the numbers one to five (out of order) in text	48 Foundation	MNS 1.2	Preschool Mathematics: Number
872	11872 identify two written numerals	36 Foundation	MNS 1.2	Preschool Mathematics: Number
873	11873 independently say the name of 2 numbers when looking at a number book	36 Foundation	MNS 1.2	Preschool Mathematics: Number
874	11874 identify or name a number in the environment (i.e., on cubby, door or table)	36 Foundation	MNS 1.2	Preschool Mathematics: Number
875	11875 name a numeral on a calendar	36 Foundation	MNS 1.2	Preschool Mathematics: Number
876	11876 match printed numeral by placing the numeral card in the correct bin when given 3 bins with corresponding numerals attached (1, 2, and 3) and numerals cards from 1 to 3	24 Foundation	MNS 1.2	Preschool Mathematics: Number
877	11877 match number symbols of a file folder game	24 Foundation	MNS 1.2	Preschool Mathematics: Number
878	11878 complete a 5 piece "number puzzle" (i.e., simple inset puzzle)	24 Foundation	MNS 1.2	Preschool Mathematics: Number
879	11879 match number flash cards to corresponding numbers	24 Foundation	MNS 1.2	Preschool Mathematics: Number
880	11880 look at numeral as adult points	12 Foundation	MNS 1.2	Preschool Mathematics: Number
881	11881 look at a number in a book as adult or peer points	12 Foundation	MNS 1.2	Preschool Mathematics: Number
882	11882 look at the number on a calendar as adult points	12 Foundation	MNS 1.2	Preschool Mathematics: Number

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
883	hold and explore large wooden numbers	12	MNS 1.2	Preschool
		Foundation		Mathematics: Number
884	identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize)	60	MNS 1.3	Preschool
		Foundation		Mathematics: Number
885	perceive directly (visually, tactilely, auditorily) the number of objects in a small group without needing to count them	60	MNS 1.3	Preschool
		Foundation		Mathematics: Number
886	look briefly at a picture of four items (e.g, 4 frogs) and immediately say the number	60	MNS 1.3	Preschool
		Foundation		Mathematics: Number
887	will, during story time, put his/her hand on a picture of 4 lady bugs and say, "Four ladybugs."	60	MNS 1.3	Preschool
		Foundation		Mathematics: Number
888	correctly point out, "That's three cars there."	60	MNS 1.3	Preschool
		Foundation		Mathematics: Number
889	identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize)	48	MNS 1.3	Preschool
		Foundation		Mathematics: Number
890	perceive directly (visually, tactilely, auditorily) the number of objects in a small group without needing to count them	48	MNS 1.3	Preschool
		Foundation		Mathematics: Number
891	identify two items during snack time	48	MNS 1.3	Preschool
		Foundation		Mathematics: Number
892	point to a pile of blocks and communicate, "There are three."	48	MNS 1.3	Preschool
		Foundation		Mathematics: Number
893	use fingers to indicate number of items, up to three, in a picture	48	MNS 1.3	Preschool
		Foundation		Mathematics: Number
894	answer correctly when given 1 to 3 objects when asked, "How many?"	36	MNS 1.3	Preschool
		Foundation		Mathematics: Number
895	name how many (i.e., student says three) without counting	36	MNS 1.3	Preschool
		Foundation		Mathematics: Number
896	name how many dogs in a picture (1 to 2 dogs) on request	36	MNS 1.3	Preschool
		Foundation		Mathematics: Number

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
897	spontaneously says "2 cookies" when looking at a plate with 2 cookies on it	36 Foundation	MNS 1.3	Preschool Mathematics: Number
898	get two objects when given a group of objects and asked to "get two"	24 Foundation	MNS 1.3	Preschool Mathematics: Number
899	get 2 blocks from a tub of blocks when asked to "get 2"	24 Foundation	MNS 1.3	Preschool Mathematics: Number
900	take one of 3 cups when asked to "get 1 cup"	24 Foundation	MNS 1.3	Preschool Mathematics: Number
901	get 2 paint brushes, for 2 students at the art table	24 Foundation	MNS 1.3	Preschool Mathematics: Number
902	choose one object when shown a group of three objects and instructed to "give me one"	12 Foundation	MNS 1.3	Preschool Mathematics: Number
903	take only one crayon, when asked to "take one"	12 Foundation	MNS 1.3	Preschool Mathematics: Number
904	select "one" instrument from a box of musical instruments during circle-time when asked to pick "one"	12 Foundation	MNS 1.3	Preschool Mathematics: Number
905	use one paper towel when directed by staff to take "only one" and holds up one finger	12 Foundation	MNS 1.3	Preschool Mathematics: Number
906	count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy	60 Foundation	MNS 1.4	Preschool Mathematics: Number
907	point to one item after another while counting up to ten items (e.g., ten flowers in a garden)	60 Foundation	MNS 1.4	Preschool Mathematics: Number
908	count ten children by identifying them one by one during circle time	60 Foundation	MNS 1.4	Preschool Mathematics: Number
909	count the blocks in a pile while keeping track of which blocks have already been counted	60 Foundation	MNS 1.4	Preschool Mathematics: Number
910	count out ten napkins in preparation for snack time	60 Foundation	MNS 1.4	Preschool Mathematics: Number

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
911	count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy	48 Foundation	MNS 1.4	Preschool Mathematics: Number
912	indicate each item by counting one through five	48 Foundation	MNS 1.4	Preschool Mathematics: Number
913	state number, one to five, while passing items to a peer	48 Foundation	MNS 1.4	Preschool Mathematics: Number
914	use one-to-one correspondence while counting when given 3 objects and a container and asked to count	36 Foundation	MNS 1.4	Preschool Mathematics: Number
915	count 3 children in line, using one to one correspondence (touching each child)	36 Foundation	MNS 1.4	Preschool Mathematics: Number
916	use fingers to count to three, holding up one finger at a time	36 Foundation	MNS 1.4	Preschool Mathematics: Number
917	count 3 tokens one at a time (putting tokens in adult's hands)	36 Foundation	MNS 1.4	Preschool Mathematics: Number
918	demonstrate one-to-one correspondence while passing out three objects (one to each of 3 people)	24 Foundation	MNS 1.4	Preschool Mathematics: Number
919	put one spoon at each placemat	24 Foundation	MNS 1.4	Preschool Mathematics: Number
920	put a ring on each finger	24 Foundation	MNS 1.4	Preschool Mathematics: Number
921	give each doll a blanket when playing with dolls	24 Foundation	MNS 1.4	Preschool Mathematics: Number
922	push a switch one time when directed	24 Foundation	MNS 1.4	Preschool Mathematics: Number
923	attend while an adult counts three objects	12 Foundation	MNS 1.4	Preschool Mathematics: Number
924	watch an adult count classmates during circle time	12 Foundation	MNS 1.4	Preschool Mathematics: Number

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
925	11925	hand objects to an adult, while the adult counts	12 Foundation	MNS 1.4 Mathematics: Number	Preschool
926	11926	tolerate hand-over-hand contact while an adult counts using one-to-one correspondence	12 Foundation	MNS 1.4 Mathematics: Number	Preschool
927	11927	understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality)	60 Foundation	MNS 1.5 Mathematics: Number	Preschool
928	11928	count how many bears are left after giving some away (e.g., "Now I have six bears left.")	60 Foundation	MNS 1.5 Mathematics: Number	Preschool
929	11929	count train cars after lining them up on a track (e.g., My train has seven cars.)	60 Foundation	MNS 1.5 Mathematics: Number	Preschool
930	11930	count dolls, "one, two, three, four" and communicate, "There are four dolls."	60 Foundation	MNS 1.5 Mathematics: Number	Preschool
931	11931	will, when asked if everyone has 5 sticks, say, "I have five."	60 Foundation	MNS 1.5 Mathematics: Number	Preschool
932	11932	use the number name of the last object counted to answer the question, "How many . . . ?"	48 Foundation	MNS 1.5 Mathematics: Number	Preschool
933	11933	count items and give the correct answer when asked for the total	48 Foundation	MNS 1.5 Mathematics: Number	Preschool
934	11934	answer correctly when the teacher counts one to 5 objects, and student is asked "how many?"	36 Foundation	MNS 1.5 Mathematics: Number	Preschool
935	11935	respond "3" when teacher counts 1, 2, 3, fish, and asks how many	36 Foundation	MNS 1.5 Mathematics: Number	Preschool
936	11936	say correct total number when asked how many letters in your name (i.e., 4 for the name Mike)	36 Foundation	MNS 1.5 Mathematics: Number	Preschool
937	11937	hold up 3 fingers when asked how many monkeys after counting 3 monkeys on a flannel board	36 Foundation	MNS 1.5 Mathematics: Number	Preschool
938	11938	answer with any number when teacher asked "how many"	24 Foundation	MNS 1.5 Mathematics: Number	Preschool

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
939	respond with any number after the teacher counts 5 students and asks, "how many?"	24 Foundation	MNS 1.5	Preschool Mathematics: Number
940	say "5" after the teacher emphasizes the last number of 5 when counting fingers on one hand	24 Foundation	MNS 1.5	Preschool Mathematics: Number
941	get 2 plates when asked how many kids	24 Foundation	MNS 1.5	Preschool Mathematics: Number
942	match one identical object to each corresponding object when given 3 different identical sets of objects	12 Foundation	MNS 1.5	Preschool Mathematics: Number
943	match large block to large block	12 Foundation	MNS 1.5	Preschool Mathematics: Number
944	put toy car in sorting cup with an identical toy car	12 Foundation	MNS 1.5	Preschool Mathematics: Number
945	get 2 red paint cups to go in red holder	12 Foundation	MNS 1.5	Preschool Mathematics: Number
946	compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less")	60 Foundation	MRO 2.1	Preschool Number Sense:
947	count the number he/she has and compare the number a friend has and say, "Five and five, we have the same."	60 Foundation	MRO 2.1	Preschool Number Sense:
948	compare a group of four bears with a group of five bears and say, "This one has less."	60 Foundation	MRO 2.1	Preschool Number Sense:
949	count his/her own toys and those of a friend and say, "You have more."	60 Foundation	MRO 2.1	Preschool Number Sense:
950	compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same"	48 Foundation	MRO 2.1	Preschool Number Sense:
951	examine a group of 2 bears with a group of 6 bears and identify the one that has "more"	48 Foundation	MRO 2.1	Preschool Number Sense:
952	notice when a peer has more of an item and ask for more	48 Foundation	MRO 2.1	Preschool Number Sense:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
953	notice when a peer has the same of something and say, "We have the same."	48	MRO 2.1	Preschool
		Foundation		Number Sense:
954	respond correctly when shown three sets of objects (two being equal amounts) and asked "Which one's are the same?"	36	MRO 2.1	Preschool
		Foundation		Number Sense:
955	point to the block towers that are the same from 3 block towers (2 the same height and one obviously shorter)	36	MRO 2.1	Preschool
		Foundation		Number Sense:
956	say "same" and point to 2 equal glasses of juices	36	MRO 2.1	Preschool
		Foundation		Number Sense:
957	take the same kind of cookie from a plate of 3 assorted cookies and asked "show me same" (e.g., given an Oreo and takes an Oreo)	36	MRO 2.1	Preschool
		Foundation		Number Sense:
958	indicate "more" upon request	24	MRO 2.1	Preschool
		Foundation		Number Sense:
959	give a peer some playdoh when a peer requests "more playdoh"	24	MRO 2.1	Preschool
		Foundation		Number Sense:
960	get more cups when asked to get more cups during snack time	24	MRO 2.1	Preschool
		Foundation		Number Sense:
961	say "more" and point to the larger tub of sorting bears	24	MRO 2.1	Preschool
		Foundation		Number Sense:
962	get more sand, while building in the sand and asked to get more sand	24	MRO 2.1	Preschool
		Foundation		Number Sense:
963	sign or say 'more' to continue, when the adult stops during a preferred activity	12	MRO 2.1	Preschool
		Foundation		Number Sense:
964	sign or say 'more' to get more bubbles	12	MRO 2.1	Preschool
		Foundation		Number Sense:
965	sign or say "more" when wanting more milk	12	MRO 2.1	Preschool
		Foundation		Number Sense:
966	request more glue on their art work at the art center	12	MRO 2.1	Preschool
		Foundation		Number Sense:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
967	11967	understand that adding one or taking away one changes the number in a small group of objects by exactly one	60 Foundation	MRO 2.2 Preschool Number Sense:
968	11968	add another car to a pile of five to have six, just like a friend	60 Foundation	MRO 2.2 Preschool Number Sense:
969	11969	remove one animal from a collection of eight animals and communicate, "She has seven now."	60 Foundation	MRO 2.2 Preschool Number Sense:
970	11970	correctly predict that if one more car is added to a group of four cars, there be five	60 Foundation	MRO 2.2 Preschool Number Sense:
971	11971	understand that adding to (or taking away) one or more objects from a group increase (or decrease) the number of objects in the group	48 Foundation	MRO 2.2 Preschool Number Sense:
972	11972	recognize when adding another object to a group there are more	48 Foundation	MRO 2.2 Preschool Number Sense:
973	11973	recognize when taking away something from a group there are less	48 Foundation	MRO 2.2 Preschool Number Sense:
974	11974	correctly state there are "more" objects when adding objects to one other objects	36 Foundation	MRO 2.2 Preschool Number Sense:
975	11975	say "more" when adding more sand to a bucket	36 Foundation	MRO 2.2 Preschool Number Sense:
976	11976	request more of the teacher when given a small bowl of cereal	36 Foundation	MRO 2.2 Preschool Number Sense:
977	11977	add more beans to their pile after noticing a peers pile of beans has more	36 Foundation	MRO 2.2 Preschool Number Sense:
978	11978	recognize there is less when removing or taking away	24 Foundation	MRO 2.2 Preschool Number Sense:
979	11979	dig a larger hole to bury a toy truck	24 Foundation	MRO 2.2 Preschool Number Sense:
980	11980	give a peer some playdoh from large pile of playdoh	24 Foundation	MRO 2.2 Preschool Number Sense:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
981	take some beads out of a tub to make the lid fit	24	MRO 2.2	Preschool
		Foundation		Number Sense:
982	recognize there is more or less	12	MRO 2.2	Preschool
		Foundation		Number Sense:
983	sign "more" to teacher when building a tower with Legos	12	MRO 2.2	Preschool
		Foundation		Number Sense:
984	cry when another student takes blocks from their pile	12	MRO 2.2	Preschool
		Foundation		Number Sense:
985	take crackers from a peer who has several	12	MRO 2.2	Preschool
		Foundation		Number Sense:
986	understand that putting two groups of objects together make a bigger group and that a group of objects can be taken apart into smaller groups	60	MRO 2.3	Preschool
		Foundation		Number Sense:
987	refer to a collection of 6 balloons and say, "Three red ones for me and three blue for you."	60	MRO 2.3	Preschool
		Foundation		Number Sense:
988	indicate seven by holding up five fingers on one hand and two fingers on the other hand	60	MRO 2.3	Preschool
		Foundation		Number Sense:
989	remove 3 (of 5) ducks from a flannel board and say, "Three went away and only two stayed."	60	MRO 2.3	Preschool
		Foundation		Number Sense:
990	understand that putting two groups of objects together make a bigger group	48	MRO 2.3	Preschool
		Foundation		Number Sense:
991	put two groups of objects together to create more	48	MRO 2.3	Preschool
		Foundation		Number Sense:
992	add groups together when given two groups of objects and asked to make one big group	36	MRO 2.3	Preschool
		Foundation		Number Sense:
993	take two groups of plastic bears and add them together, when asked to make one group	36	MRO 2.3	Preschool
		Foundation		Number Sense:
994	put two balls of playdoh together to make one big ball, when asked to make one group	36	MRO 2.3	Preschool
		Foundation		Number Sense:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
995	11995	stack 2 smaller towers of Duplo blocks together and say "bigger"	36 Foundation	MRO 2.3 Preschool Number Sense:
996	11996	help an adult add the group together when given two groups of objects and asked to make one big group	24 Foundation	MRO 2.3 Preschool Number Sense:
997	11997	assist teacher to make one big pile of sand at the sand table from smaller piles	24 Foundation	MRO 2.3 Preschool Number Sense:
998	11998	assist peer in pushing 2 piles of leaves together to make one big pile, per teacher request	24 Foundation	MRO 2.3 Preschool Number Sense:
999	11999	help teacher make one big pile of beads from small piles, per teacher request	24 Foundation	MRO 2.3 Preschool Number Sense:
100	12000	attend as adult adds the groups together when given two groups of objects and asked to make one big group	12 Foundation	MRO 2.3 Preschool Number Sense:
100	12001	watch peers as they collect two groups of balls and put them into one big box	12 Foundation	MRO 2.3 Preschool Number Sense:
100	12002	look as adult adds two groups of squishy balls/fidgets into one big group	12 Foundation	MRO 2.3 Preschool Number Sense:
100	12003	permit an adult to help student hand-over-hand as they put two groups of crayons into one big group	12 Foundation	MRO 2.3 Preschool Number Sense:
100	12004	solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting	60 Foundation	MRO 2.4 Preschool Number Sense:
100	12005	indicate "seven" when a teacher adds one more orange to a group of six & asks how many?	60 Foundation	MRO 2.4 Preschool Number Sense:
100	12006	add two more cups to a group of two and say that there are four cups	60 Foundation	MRO 2.4 Preschool Number Sense:
100	12007	take two boats away from a group of five and say that there are three boats left	60 Foundation	MRO 2.4 Preschool Number Sense:
100	12008	solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5)	48 Foundation	MRO 2.4 Preschool Number Sense:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
100	12009	add one car to one car to make two	48	MRO 2.4	Preschool Number Sense:
			Foundation		
101	12010	demonstrate by taking one item away from a group of four that only three are left	48	MRO 2.4	Preschool Number Sense:
			Foundation		
101	12011	add one car to three cars and communicate, "Now there are four."	48	MRO 2.4	Preschool Number Sense:
			Foundation		
101	12012	answer correctly when student has one object or more, then is given one more and asked, "How many?"	36	MRO 2.4	Preschool Number Sense:
			Foundation		
101	12013	say "three" (with or without counting) when given another peach at snack making a total of 3 peaches	36	MRO 2.4	Preschool Number Sense:
			Foundation		
101	12014	say "two" when given a second piece of chalk	36	MRO 2.4	Preschool Number Sense:
			Foundation		
101	12015	sign "four", after the teacher adds two more ducks to flannel board making a total of four ducks	36	MRO 2.4	Preschool Number Sense:
			Foundation		
101	12016	answer correctly when student has one object, then is given one more and asked, "How many?"	24	MRO 2.4	Preschool Number Sense:
			Foundation		
101	12017	say "two dolls" when given a second doll	24	MRO 2.4	Preschool Number Sense:
			Foundation		
101	12018	sign "two" when a peer gives him a second car	24	MRO 2.4	Preschool Number Sense:
			Foundation		
101	12019	indicate two when playing in the sandbox with one pail and is given a second pail	24	MRO 2.4	Preschool Number Sense:
			Foundation		
102	12020	answer correctly when student has two objects, and one is taken away and asked, "How many are left?"	12	MRO 2.4	Preschool Number Sense:
			Foundation		
102	12021	indicate he has 'one' ball after giving a peer one of his two balls	12	MRO 2.4	Preschool Number Sense:
			Foundation		
102	12022	sign "one", after putting away all books but one	12	MRO 2.4	Preschool Number Sense:
			Foundation		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
102	12023	indicate "one", after giving one of two instrument to a peer	12	MRO 2.4	Preschool Number Sense:
			Foundation		
102	12024	sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy	60	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
102	12025	sort the large blue beads into one container and the small read beads in another	60	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
102	12026	put black beans, red kidney beans, and pinto beans into separate bowls	60	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
102	12027	arrange blocks on a shelf according to shape	60	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
102	12028	sort a variety of animals pictures into two groups: those that fly and those that swim	60	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
102	12029	sort and classify objects by one attribute into two or more groups, with increasing accuracy	48	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
103	12030	choose same color items for self (e.g., blue blocks)	48	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
103	12031	sort blocks by size	48	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
103	12032	sort shapes	48	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
103	12033	sort colors	48	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
103	12034	sort the objects by shape, size, or color when given at least 6 objects with only one differing attribute	36	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
103	12035	sort 2 different shapes of crackers	36	MSC 1.1	Preschool Algebra & Functions:
			Foundation		
103	12036	sort 2 different sizes of spoons (i.e., large and small)	36	MSC 1.1	Preschool Algebra & Functions:
			Foundation		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
103	12037	sort crayons into baskets by color during clean-up	36	MSC 1.1	Preschool
			Foundation		Algebra & Functions:
103	12038	sort the objects when given two groups of objects differing by at least two attributes	24	MSC 1.1	Preschool
			Foundation		Algebra & Functions:
103	12039	put red blocks on a shelf with other red blocks and put green balls in the basket full of green balls	24	MSC 1.1	Preschool
			Foundation		Algebra & Functions:
104	12040	match identical toys when asked to "get one like this"	24	MSC 1.1	Preschool
			Foundation		Algebra & Functions:
104	12041	put toy cars in a box containing cars and books on a bookshelf	24	MSC 1.1	Preschool
			Foundation		Algebra & Functions:
104	12042	remove the 'incorrect' object when given two sorted groups of objects with one (visually apparent) object in the 'wrong' container	12	MSC 1.1	Preschool
			Foundation		Algebra & Functions:
104	12043	take a doll out of a bucket of cars	12	MSC 1.1	Preschool
			Foundation		Algebra & Functions:
104	12044	remove a spoon from the tub of blocks when prompted to "get the one that doesn't belong"	12	MSC 1.1	Preschool
			Foundation		Algebra & Functions:
104	12045	correct self during sorting when teacher says "uh-oh," when an item is in the wrong container	12	MSC 1.1	Preschool
			Foundation		Algebra & Functions:
104	12046	recognize and duplicate simple repeating patterns	60	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
104	12047	will, with guidance, fill in an item missing from a pattern (e.g., apple, pear, apple, pear)	60	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
104	12048	copy simple repeating patterns, using the same kind of objects as the original pattern	60	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
104	12049	attempt to maintain the pattern during a pattern song (may sing, sign, move, or clap)	60	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
105	12050	begin to identify or recognize a simple repeating pattern	48	MRP 2.1	Preschool
			Foundation		Algebra & Functions:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
105	12051	recognize an AB pattern	48	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
105	12052	repeat clap patterns during songs	48	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
105	12053	repeat chorus pattern from a book	48	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
105	12054	match a repeating AB pattern of two colors or shapes when given an AB pattern	36	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
105	12055	copy a glued pattern (e.g., pumpkin, leaf, pumpkin, leaf) by gluing a pumpkin, leaf pattern directly under the pattern sample	36	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
105	12056	imitate making a pattern with Duplos after shown an AB pattern (red/yellow/red/yellow), then asked to "make this"	36	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
105	12057	imitate a clap, pat pattern during circle time	36	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
105	12058	recite or act out one repetitive part of familiar story/song	24	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
105	12059	attempt, say or sign "no" indicating "no more monkeys jumping on the bed" during 5 Little Monkeys song	24	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
106	12060	snap hands shut at the appropriate time during the alligator song	24	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
106	12061	say the next phrase of a story, when a known story is read (e.g., Brown Bear, Brown Bear)	24	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
106	12062	demonstrate anticipation of a repetitive action during a game or a routine	12	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
106	12063	look excited anticipating "boo" during a game of peek a boo	12	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
106	12064	repeat an action to get a response (e.g., pulling a blanket off an adults head to get the adult to tickle them)	12	MRP 2.1	Preschool
			Foundation		Algebra & Functions:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
106	12065	push a button to get an anticipated response from a toy	12	MRP 2.1	Preschool
			Foundation		Algebra & Functions:
106	12066	begin to extend and create simple repeating patterns	60	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
106	12067	add a red bead and a blue bead to complete a red-blue-red-blue pattern bead necklace	60	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
106	12068	alternate short and tall blocks to make a fence around a farm	60	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
106	12069	make up a pattern in rhythm to a song (e.g., "Clap, clap, hop, hop, clap, clap")	60	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
107	12070	use different materials such as buttons, beads, or sequins to create patterns	60	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
107	12071	attempt to create a simple repeating pattern or participate in making one	48	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
107	12072	create an AB pattern with interlocking cubes with a template to follow	48	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
107	12073	demonstrate a pattern to claps, signs, or movements	48	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
107	12074	create line up objects to make a pattern during snack time (e.g., celery and carrot sticks)	48	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
107	12075	continue the pattern by choosing the correct item from a field of two when given a simple repeating pattern	36	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
107	12076	add a paper circle to a line of shapes	36	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
107	12077	add a block to a car/block pattern	36	MRP 2.2	Preschool
			Foundation		Algebra & Functions:
107	12078	attempt to demonstrate a clap/pat pattern to a song	36	MRP 2.2	Preschool
			Foundation		Algebra & Functions:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
107	12079	attempt to imitate the pattern when given an AB pattern and the appropriate materials	24 Foundation	MRP 2.2 Algebra & Functions:	Preschool
108	12080	participate in a song with a repeating pattern, attempting to imitate the pattern	24 Foundation	MRP 2.2 Algebra & Functions:	Preschool
108	12081	glue shapes on a paper in a line	24 Foundation	MRP 2.2 Algebra & Functions:	Preschool
108	12082	line up pretzels and cheese slices	24 Foundation	MRP 2.2 Algebra & Functions:	Preschool
108	12083	participate by attending to a movement (AB) pattern in a song or with objects	12 Foundation	MRP 2.2 Algebra & Functions:	Preschool
108	12084	smile during a song with a repeating pattern	12 Foundation	MRP 2.2 Algebra & Functions:	Preschool
108	12085	look at items as they are lined up in a pattern	12 Foundation	MRP 2.2 Algebra & Functions:	Preschool
108	12086	hand blocks to peer as peer makes a repeating pattern	12 Foundation	MRP 2.2 Algebra & Functions:	Preschool
108	12087	compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object)	60 Foundation	MCO 1.1 Measurement: Compare &	Preschool
108	12088	try to determine if he/she is taller than another child by standing next to the child	60 Foundation	MCO 1.1 Measurement: Compare &	Preschool
108	12089	use a balance scale to find out which of two rocks is heavier	60 Foundation	MCO 1.1 Measurement: Compare &	Preschool
109	12090	pour water into different size containers to find out which one holds more	60 Foundation	MCO 1.1 Measurement: Compare &	Preschool
109	12091	show that the blue pencil is longer than the red pencil by placing them side by side	60 Foundation	MCO 1.1 Measurement: Compare &	Preschool
109	12092	demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length	48 Foundation	MCO 1.1 Measurement: Compare &	Preschool

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
109	12093	communicate size using "big" and "little"	48 Foundation	MCO 1.1 Preschool Measurement: Compare &
109	12094	communicate weight using "heavy" and "light"	48 Foundation	MCO 1.1 Preschool Measurement: Compare &
109	12095	communicate quantify using "more" and "less"	48 Foundation	MCO 1.1 Preschool Measurement: Compare &
109	12096	communicate lengths by using "long" and "short"	48 Foundation	MCO 1.1 Preschool Measurement: Compare &
109	12097	respond correctly when given two objects of obviously different sizes and asked which one is bigger	36 Foundation	MCO 1.1 Preschool Measurement: Compare &
109	12098	choose the bigger blanket for the baby when asked to take the biggest blanket	36 Foundation	MCO 1.1 Preschool Measurement: Compare &
109	12099	choose the biggest plate in the kitchen area when asked to take the biggest plate	36 Foundation	MCO 1.1 Preschool Measurement: Compare &
110	12100	indicate biggest bear, during "The Three Bears" story and asked which bear is bigger	36 Foundation	MCO 1.1 Preschool Measurement: Compare &
110	12101	point to significantly bigger bowl of crackers when asked "which bowl has more crackers?"	36 Foundation	MCO 1.1 Preschool Measurement: Compare &
110	12102	identify the correct group when given two groups of material and asked, "Which is bigger?"	24 Foundation	MCO 1.1 Preschool Measurement: Compare &
110	12103	point to a peer's pile of playdoh when asked who has more	24 Foundation	MCO 1.1 Preschool Measurement: Compare &
110	12104	point to the bigger sand pile when asked "which sand pile is bigger?"	24 Foundation	MCO 1.1 Preschool Measurement: Compare &
110	12105	indicate he is taller when standing next to a shorter peer	24 Foundation	MCO 1.1 Preschool Measurement: Compare &
110	12106	look at taller stack of blocks when asked which stack has more	24 Foundation	MCO 1.1 Preschool Measurement: Compare &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
110	12107	None	12	MCO 1.1	Preschool
			Foundation		Measurement: Compare &
110	12108	order four or more objects by size	60	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
110	12109	arrange four dolls from smallest to largest in pretend play with dolls	60	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
111	12110	line up buckets of sand from the one that holds the most to the one that holds the least	60	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
111	12111	order different kinds of balls (e.g., beach ball, basketball, tennis ball) by size	60	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
111	12112	order three objects by size	48	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
111	12113	arrange educational materials such as nesting cups from smaller to larger	48	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
111	12114	line up figures by size	48	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
111	12115	stack rings by graduated size	48	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
111	12116	match items by size such as "big", "medium", "small"	48	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
111	12117	order objects by size	36	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
111	12118	put three chairs in order by size on the flannel board story of "The Three Bears"	36	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
111	12119	line 3 dolls up by size	36	MCO 1.2	Preschool
			Foundation		Measurement: Compare &
112	12120	order three blocks by size	36	MCO 1.2	Preschool
			Foundation		Measurement: Compare &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
112	12121	order three simple objects by size when given a model	24 Foundation	MCO 1.2 Preschool Measurement: Compare &
112	12122	complete a set of three nesting cups independently	24 Foundation	MCO 1.2 Preschool Measurement: Compare &
112	12123	nest smaller cups in bigger cups, when playing with nesting cups	24 Foundation	MCO 1.2 Preschool Measurement: Compare &
112	12124	complete a three piece foam puzzle with a large, medium and small square	24 Foundation	MCO 1.2 Preschool Measurement: Compare &
112	12125	stack smaller cups in bigger cups while cleaning up the snack table	24 Foundation	MCO 1.2 Preschool Measurement: Compare &
112	12126	order two objects by size	12 Foundation	MCO 1.2 Preschool Measurement: Compare &
112	12127	stack graduated stacking rings	12 Foundation	MCO 1.2 Preschool Measurement: Compare &
112	12128	put smaller pail in larger pail while playing in the sand	12 Foundation	MCO 1.2 Preschool Measurement: Compare &
112	12129	nest two cups	12 Foundation	MCO 1.2 Preschool Measurement: Compare &
113	12130	measure length using multiple duplicates of the same-size concrete units laid end to end	60 Foundation	MCO 1.3 Preschool Measurement: Compare &
113	12131	will, with adult guidance, lay paperclips end to end to measure the length of different size blocks	60 Foundation	MCO 1.3 Preschool Measurement: Compare &
113	12132	will, with adult guidance, use same-size blocks to measure how many blocks long a rug is	60 Foundation	MCO 1.3 Preschool Measurement: Compare &
113	12133	will, with adult guidance, measure the length of a table using inch "worms"	60 Foundation	MCO 1.3 Preschool Measurement: Compare &
113	12134	measure the distance from the reading area to the block area using a yard stick	60 Foundation	MCO 1.3 Preschool Measurement: Compare &

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
113	12135	measurement skills are not expected at this age	48 Foundation	MCO 1.3 Preschool Measurement: Compare &
113	12136	measurement skills are not expected at this age	36 Foundation	MCO 1.3 Preschool Measurement: Compare &
113	12137	measurement skills are not expected at this age	24 Foundation	MCO 1.3 Preschool Measurement: Compare &
113	12138	measurement skills are not expected at this age	12 Foundation	MCO 1.3 Preschool Measurement: Compare &
113	12139	identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes	60 Foundation	MCS 1.1 Preschool Geometry: Identify and
114	12140	correctly identify shapes as the teacher calls them out in a game or activity	60 Foundation	MCS 1.1 Preschool Geometry: Identify and
114	12141	use playdough to construct rectangles of different sizes and orientations	60 Foundation	MCS 1.1 Preschool Geometry: Identify and
114	12142	sort shapes of different sizes and orientations and explain why a particular shape does or does not belong in a group	60 Foundation	MCS 1.1 Preschool Geometry: Identify and
114	12143	tear a piece of paper in the shape of a triangle and say, "Look, a triangle."	60 Foundation	MCS 1.1 Preschool Geometry: Identify and
114	12144	identify simple two-dimensional shapes, such as a circle and square	48 Foundation	MCS 1.1 Preschool Geometry: Identify and
114	12145	identify verbally a circle and a square	48 Foundation	MCS 1.1 Preschool Geometry: Identify and
114	12146	point to a circle and a square	48 Foundation	MCS 1.1 Preschool Geometry: Identify and
114	12147	sort shapes into various sizes	48 Foundation	MCS 1.1 Preschool Geometry: Identify and
114	12148	identify simple shapes (i.e., circle, square, triangle) when asked, "what shape is this?"	36 Foundation	MCS 1.1 Preschool Geometry: Identify and

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
114	12149	says circle when shown a circle on a flashcard	36 Foundation	MCS 1.1 Preschool Geometry: Identify and
115	12150	name or sign circle, square, and triangle when asked	36 Foundation	MCS 1.1 Preschool Geometry: Identify and
115	12151	point to different shapes when asked (e.g., show me triangle)	36 Foundation	MCS 1.1 Preschool Geometry: Identify and
115	12152	sort the shapes correctly when given pictures of blue squares and blue circles	24 Foundation	MCS 1.1 Preschool Geometry: Identify and
115	12153	sort flashcards of red squares and green circles	24 Foundation	MCS 1.1 Preschool Geometry: Identify and
115	12154	match simple shapes in an inset puzzle to corresponding slots	24 Foundation	MCS 1.1 Preschool Geometry: Identify and
115	12155	sort two same colored block shapes (e.g., green blocks and green triangles)	24 Foundation	MCS 1.1 Preschool Geometry: Identify and
115	12156	complete the puzzle when given a shape puzzle with all but the circle completed	12 Foundation	MCS 1.1 Preschool Geometry: Identify and
115	12157	place two shapes in a shape sorter	12 Foundation	MCS 1.1 Preschool Geometry: Identify and
115	12158	put one shape in a foam shape board	12 Foundation	MCS 1.1 Preschool Geometry: Identify and
115	12159	remove shapes out of shape puzzle	12 Foundation	MCS 1.1 Preschool Geometry: Identify and
116	12160	insert square peg in square hole	12 Foundation	MCS 1.1 Preschool Geometry: Identify and
116	12161	combine different shapes to create a picture or design	60 Foundation	MCS 1.2 Preschool Geometry: Identify and
116	12162	use a variety of shapes to construct different parts of a building	60 Foundation	MCS 1.2 Preschool Geometry: Identify and

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
116	12163	use flannel pieces of different shapes to create a design	60 Foundation	MCS 1.2 Preschool Geometry: Identify and
116	12164	create a house, from different shapes, using a computer program	60 Foundation	MCS 1.2 Preschool Geometry: Identify and
116	12165	use individual shapes to represent different elements of a picture or design	48 Foundation	MCS 1.2 Preschool Geometry: Identify and
116	12166	use a circle for a sun and a square for a house in a picture	48 Foundation	MCS 1.2 Preschool Geometry: Identify and
116	12167	complete a foam puzzle with various shapes	48 Foundation	MCS 1.2 Preschool Geometry: Identify and
116	12168	create a design with shape tiles	48 Foundation	MCS 1.2 Preschool Geometry: Identify and
116	12169	use cut out shapes to replicate the design when given a picture including three shapes	36 Foundation	MCS 1.2 Preschool Geometry: Identify and
117	12170	glue circle shapes to make a snowman while looking at a model	36 Foundation	MCS 1.2 Preschool Geometry: Identify and
117	12171	make a "castle" or "road" using blocks	36 Foundation	MCS 1.2 Preschool Geometry: Identify and
117	12172	glue a triangle on a square to make a house	36 Foundation	MCS 1.2 Preschool Geometry: Identify and
117	12173	use a circle for a head when making "mat man"	36 Foundation	MCS 1.2 Preschool Geometry: Identify and
117	12174	replicate a model when given a two block model (square-house, triangle-roof)	24 Foundation	MCS 1.2 Preschool Geometry: Identify and
117	12175	line up rectangles to make a road	24 Foundation	MCS 1.2 Preschool Geometry: Identify and
117	12176	stack blocks to make a tower	24 Foundation	MCS 1.2 Preschool Geometry: Identify and

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
117	12177	glue circles on outlines which represent wheels on a bus	24	MCS 1.2	Preschool Geometry: Identify and
			Foundation		
117	12178	use shapes to create art	12	MCS 1.2	Preschool Geometry: Identify and
			Foundation		
117	12179	glue shapes onto construction paper	12	MCS 1.2	Preschool Geometry: Identify and
			Foundation		
118	12180	explore cardboard shapes at an art center	12	MCS 1.2	Preschool Geometry: Identify and
			Foundation		
118	12181	glue a yellow circle on a paper to represent the sun in a picture	12	MCS 1.2	Preschool Geometry: Identify and
			Foundation		
118	12182	identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind	60	MGP 2.1	Preschool Geometry: Positions in
			Foundation		
118	12183	give or follow directions to find something behind an object or under an object	60	MGP 2.1	Preschool Geometry: Positions in
			Foundation		
118	12184	follow directions when asked to stand in front of or behind another child	60	MGP 2.1	Preschool Geometry: Positions in
			Foundation		
118	12185	find his/her book when a friend says, "It's over there on the table."	60	MGP 2.1	Preschool Geometry: Positions in
			Foundation		
118	12186	follow along with directions during a game of "Simon Says"	60	MGP 2.1	Preschool Geometry: Positions in
			Foundation		
118	12187	identify positions of objects and people in space, such as in/on/ under, up/down, and inside/outside	48	MGP 2.1	Preschool Geometry: Positions in
			Foundation		
118	12188	follow directions with prepositions (e.g., pick "up" the cup; it is "under" the table)	48	MGP 2.1	Preschool Geometry: Positions in
			Foundation		
118	12189	direct another child to put place an object in a specific position (e.g., in, on, under)	48	MGP 2.1	Preschool Geometry: Positions in
			Foundation		
119	12190	demonstrate understanding of two positions when given an action command "Put ___ in/on/under, up/down or inside/outside"	36	MGP 2.1	Preschool Geometry: Positions in
			Foundation		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
119	12191	point to picture showing the cat is under the table, when asked	36 Foundation	MGP 2.1 Preschool Geometry: Positions in
119	12192	look up, when the teacher says the bird is up in the sky	36 Foundation	MGP 2.1 Preschool Geometry: Positions in
119	12193	put his/her artwork on the shelf when asked	36 Foundation	MGP 2.1 Preschool Geometry: Positions in
119	12194	demonstrate understanding of one position when given an action command using a position in space	24 Foundation	MGP 2.1 Preschool Geometry: Positions in
119	12195	put hands "up," when asked "put hands up"	24 Foundation	MGP 2.1 Preschool Geometry: Positions in
119	12196	put napkin "in" box upon request	24 Foundation	MGP 2.1 Preschool Geometry: Positions in
119	12197	get on the swing when asked "do you want on?"	24 Foundation	MGP 2.1 Preschool Geometry: Positions in
119	12198	put the object 'in' when given an object and a container and asked to "Put it in"	12 Foundation	MGP 2.1 Preschool Geometry: Positions in
119	12199	put toy into bin when asked to clean up	12 Foundation	MGP 2.1 Preschool Geometry: Positions in
120	12200	put trash in wastebasket when put it "in" the garbage	12 Foundation	MGP 2.1 Preschool Geometry: Positions in
120	12201	take the doll "out" of the highchair when asked to "take out"	12 Foundation	MGP 2.1 Preschool Geometry: Positions in
120	12202	identify and apply a variety of mathematical strategies to solve problems in their environment	60 Foundation	MPS 1.1 Preschool Mathematical Reasoning:
120	12203	recognize the need for one more to complete a set and ask the teacher for another	60 Foundation	MPS 1.1 Preschool Mathematical Reasoning:
120	12204	measure the size of a room by laying block units of the same size along the wall end to end	60 Foundation	MPS 1.1 Preschool Mathematical Reasoning:

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
120	12205	predict the number of small balls in a closed container	60	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
120	12206	use two smaller blocks to "fill in" for a long block in order to complete a pretend road	60	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
120	12207	begin to apply simple mathematical strategies to solve problems in their environment	48	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
120	12208	divide a group of items into equal numbers	48	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
120	12209	compare sizes by placing items next to each other	48	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
121	12210	classify objects by properties (e.g., balls roll and blocks do not)	48	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
121	12211	look for a bigger bucket when sand poured from a larger bucket not fit	48	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
121	12212	use problem solving strategies when asked to get a _____ for "you and me"	36	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
121	12213	get two paint brushes one for each of two children	36	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
121	12214	straighten a block tower so it doesn't fall	36	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
121	12215	look for a larger bead when using a thick lacing cord	36	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
121	12216	use problem solving skills by completing the puzzle without trial and error, when given a shape inset puzzle	24	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
121	12217	look for a missing puzzle piece	24	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		
121	12218	look for certain shapes when doing a shape sorter (e.g., looks for all the stars first)	24	MPS 1.1	Preschool Mathematical Reasoning:
			Foundation		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
121	12219	right a puzzle before beginning	24 Foundation	MPS 1.1 Preschool Mathematical Reasoning:
122	12220	attempt to problem solve by turning pieces right side up when doing an inset puzzle	12 Foundation	MPS 1.1 Preschool Mathematical Reasoning:
122	12221	get an adult to help get a desired toy	12 Foundation	MPS 1.1 Preschool Mathematical Reasoning:
122	12222	explore parts of a toy car	12 Foundation	MPS 1.1 Preschool Mathematical Reasoning:
122	12223	go to an adult to zip a jacket	12 Foundation	MPS 1.1 Preschool Mathematical Reasoning:
122	12224	listen with understanding	Later Foundation	ELL 1.0 Preschool English Language
122	12225	demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity	Later Foundation	ELL 1.1 Preschool English Language
122	12226	label preferred objects in English	Later Foundation	ELL 1.1 Preschool English Language
122	12227	identify common toys in the classroom in English	Later Foundation	ELL 1.1 Preschool English Language
122	12228	sing songs in English	Later Foundation	ELL 1.1 Preschool English Language
122	12229	identify food items at snack/lunch in English	Later Foundation	ELL 1.1 Preschool English Language
123	12230	demonstrate under standing of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity	Middle Foundation	ELL 1.1 Preschool English Language
123	12231	repeat English words when modeled by an adult	Middle Foundation	ELL 1.1 Preschool English Language
123	12232	repeat words at circle time	Middle Foundation	ELL 1.1 Preschool English Language

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
123	12233	repeat words in self help activities	Middle Foundation	ELL 1.1 English Language	Preschool
123	12234	repeat portions of songs at circle time	Middle Foundation	ELL 1.1 English Language	Preschool
123	12235	attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker	Beginning Foundation	ELL 1.1 English Language	Preschool
123	12236	attend to an English speaking adult	Beginning Foundation	ELL 1.1 English Language	Preschool
123	12237	attend to a story being read	Beginning Foundation	ELL 1.1 English Language	Preschool
123	12238	attend to teacher at circle time	Beginning Foundation	ELL 1.1 English Language	Preschool
123	12239	follow directions that involve a one- or two-step sequence, relying less on contextual cues	Later Foundation	ELL 1.2 English Language	Preschool
124	12240	follow classroom routines when given an oral directive contextual cues	Later Foundation	ELL 1.2 English Language	Preschool
124	12241	move with other children to a new area	Later Foundation	ELL 1.2 English Language	Preschool
124	12242	get in line with other students	Later Foundation	ELL 1.2 English Language	Preschool
124	12243	play with English speaking children	Later Foundation	ELL 1.2 English Language	Preschool
124	12244	respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues	Middle Foundation	ELL 1.2 English Language	Preschool
124	12245	transition from one activity to another when given contextual cues	Middle Foundation	ELL 1.2 English Language	Preschool
124	12246	wash hands with peers	Middle Foundation	ELL 1.2 English Language	Preschool

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
124	12247	get in line with other students	Middle Foundation	ELL 1.2 English Language	Preschool
124	12248	sit during circle	Middle Foundation	ELL 1.2 English Language	Preschool
124	12249	begin to follow simple directions in English, especially when there are contextual cues	Beginning Foundation	ELL 1.2 English Language	Preschool
125	12250	attend to an activity in English when given contextual cues	Beginning Foundation	ELL 1.2 English Language	Preschool
125	12251	listen to a story	Beginning Foundation	ELL 1.2 English Language	Preschool
125	12252	sit at circle	Beginning Foundation	ELL 1.2 English Language	Preschool
125	12253	attend to English Speaker	Beginning Foundation	ELL 1.2 English Language	Preschool
125	12254	demonstrate an understanding of words in English related to more advanced concepts	Later Foundation	ELL 1.3 English Language	Preschool
125	12255	tell about an event at school, in home language	Later Foundation	ELL 1.3 English Language	Preschool
125	12256	describe circle time activities to parents (in home language)	Later Foundation	ELL 1.3 English Language	Preschool
125	12257	describe playground conflict (in home language)	Later Foundation	ELL 1.3 English Language	Preschool
125	12258	begin to demonstrate an understanding of words in English related to basic concepts	Middle Foundation	ELL 1.3 English Language	Preschool
125	12259	identify object from home at school, in home language	Middle Foundation	ELL 1.3 English Language	Preschool
126	12260	identify backpack (in home language)	Middle Foundation	ELL 1.3 English Language	Preschool

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
126	12261	identify Snack items (in home language)	Middle Foundation	ELL 1.3 English Language	Preschool
126	12262	identify objects of clothing (in home language)	Middle Foundation	ELL 1.3 English Language	Preschool
126	12263	demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age	Beginning Foundation	ELL 1.3 English Language	Preschool
126	12264	use home language at school	Beginning Foundation	ELL 1.3 English Language	Preschool
126	12265	say name (in home language)	Beginning Foundation	ELL 1.3 English Language	Preschool
126	12266	ask for food or drink (in home language)	Beginning Foundation	ELL 1.3 English Language	Preschool
126	12267	ask for parent (in home language)	Beginning Foundation	ELL 1.3 English Language	Preschool
126	12268	use nonverbal and verbal strategies to communicate with others	Later Foundation	ELS 1.0 English Language	Preschool
126	12269	show increasing reliance on verbal communication in English to be understood by others	Later Foundation	ELS 1.1 English Language	Preschool
127	12270	use a combination of gestures and home language to express wants and needs	Later Foundation	ELS 1.1 English Language	Preschool
127	12271	point to book and say "book" in home language	Later Foundation	ELS 1.1 English Language	Preschool
127	12272	ask for a drink in home language	Later Foundation	ELS 1.1 English Language	Preschool
127	12273	combine nonverbal and some verbal communication to be understood by others (may code-switch—that is, use the home language and English—and use tele-graphic and/or formulaic speech)	Middle Foundation	ELS 1.1 English Language	Preschool
127	12274	use gestures to get a person's attention	Middle Foundation	ELS 1.1 English Language	Preschool

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
127	12275	tap on a person's shoulder	Middle Foundation	ELS 1.1 Preschool English Language ..
127	12276	grab a person's hand or sleeve to gain attention	Middle Foundation	ELS 1.1 Preschool English Language ..
127	12277	point to something	Middle Foundation	ELS 1.1 Preschool English Language ..
127	12278	use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others	Beginning Foundation	ELS 1.1 Preschool English Language ..
127	12279	respond to yes no questions concerning wants and needs	Beginning Foundation	ELS 1.1 Preschool English Language ..
128	12280	nod head yes when asked if "want a drink?"	Beginning Foundation	ELS 1.1 Preschool English Language ..
128	12281	shake head no in response to a question	Beginning Foundation	ELS 1.1 Preschool English Language ..
128	12282	use new English vocabulary to share knowledge of concepts	Later Foundation	ELS 1.2 Preschool English Language ..
128	12283	use home language appropriately with other children during structured activities	Later Foundation	ELS 1.2 Preschool English Language ..
128	12284	string 2-3 words together in English when playing with peers (i.e., "me turn")	Later Foundation	ELS 1.2 Preschool English Language ..
128	12285	begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech)	Middle Foundation	ELS 1.2 Preschool English Language ..
128	12286	spontaneously say words in English during unstructured school activities	Middle Foundation	ELS 1.2 Preschool English Language ..
128	12287	use single words or approximations in English to request or gain attention (i.e., more, mine, no, look)	Middle Foundation	ELS 1.2 Preschool English Language ..
128	12288	use vocabulary in the home language that is age-appropriate	Beginning Foundation	ELS 1.2 Preschool English Language ..

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
128	12289	say hello and good bye to parents in home language during pick up and drop off at school	Beginning Foundation	ELS 1.2 Preschool English Language ..
129	12290	imitate simple functional words in Spanish and English	Beginning Foundation	ELS 1.2 Preschool English Language ..
129	12291	spontaneously use word approximations in home language	Beginning Foundation	ELS 1.2 Preschool English Language ..
129	12292	sustain a conversation in English about a variety of topics	Later Foundation	ELS 1.3 Preschool English Language ..
129	12293	converse in home language with other children during unstructured activities	Later Foundation	ELS 1.3 Preschool English Language ..
129	12294	begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English)	Middle Foundation	ELS 1.3 Preschool English Language ..
129	12295	seek assistance from others who speak home language	Middle Foundation	ELS 1.3 Preschool English Language ..
129	12296	converse in the home language	Beginning Foundation	ELS 1.3 Preschool English Language ..
129	12297	parallel play near other children who speak English	Beginning Foundation	ELS 1.3 Preschool English Language ..
129	12298	increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs)	Later Foundation	ELS 1.4 Preschool English Language ..
129	12299	use 3-4 word utterances in home language	Later Foundation	ELS 1.4 Preschool English Language ..
130	12300	use two- and three-word utterances in English to communicate	Middle Foundation	ELS 1.4 Preschool English Language ..
130	12301	use 2-3 word utterances in home language	Middle Foundation	ELS 1.4 Preschool English Language ..
130	12302	use a range of utterance lengths in the home language that is age-appropriate	Beginning Foundation	ELS 1.4 Preschool English Language ..

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
130	12303	use 1 word utterances in home language	Beginning Foundation	ELS 1.4 Preschool English Language ..
130	12304	expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors	Later Foundation	ELS 1.5 Preschool English Language ..
130	12305	use 3-4 word grammatically correct utterances in home language	Later Foundation	ELS 1.5 Preschool English Language ..
130	12306	begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English	Middle Foundation	ELS 1.5 Preschool English Language ..
130	12307	use 2-3 word grammatically correct utterances in home language	Middle Foundation	ELS 1.5 Preschool English Language ..
130	12308	use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors	Beginning Foundation	ELS 1.5 Preschool English Language ..
130	12309	use 1-2 word grammatically correct utterances in home language	Beginning Foundation	ELS 1.5 Preschool English Language ..
131	12310	begin to use "what," "why," "how," "when," and "where" questions in more complete forms in English, sometimes with errors	Later Foundation	ELS 1.6 Preschool English Language ..
131	12311	use 3-4 word grammatically correct utterances in home language	Later Foundation	ELS 1.6 Preschool English Language ..
131	12312	begin to use "what" and "why" questions in English, sometimes with errors	Middle Foundation	ELS 1.6 Preschool English Language ..
131	12313	use 2-3 word grammatically correct utterances in home language	Middle Foundation	ELS 1.6 Preschool English Language ..
131	12314	ask a variety of types of questions (e.g., "what," "why," "how," "when," and "where") in the home language	Beginning Foundation	ELS 1.6 Preschool English Language ..
131	12315	begin to understand and use social conventions in English	Later Foundation	ELS 2.0 Preschool English Language ..
131	12316	appropriately use words and tone of voice associated with social conventions in English	Later Foundation	ELS 2.1 Preschool English Language ..

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
131	12317 demonstrate a beginning understanding of English social conventions	Middle Foundation	ELS 2.1	Preschool English Language ..
131	12318 use social conventions of the home language	Beginning Foundation	ELS 2.1	Preschool English Language ..
131	12319 use language to create oral narratives about their personal experiences	Later Foundation	ELS 3.0	Preschool English Language ..
132	12320 produce simple narratives in English that are real or fictional	Later Foundation	ELS 3.1	Preschool English Language ..
132	12321 begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching)	Middle Foundation	ELS 3.1	Preschool English Language ..
132	12322 create a narrative in the home language	Beginning Foundation	ELS 3.1	Preschool English Language ..
132	12323 demonstrate an appreciation and enjoyment of reading and literature	Later Foundation	ELR 1.0	Preschool English Language ..
132	12324 participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books)	Later Foundation	ELR 1.1	Preschool English Language ..
132	12325 attend to single picture while adult describes picture in home language or English	Later Foundation	ELR 1.1	Preschool English Language ..
132	12326 begin to participate in reading activities, using books written in English when the language is predictable	Middle Foundation	ELR 1.1	Preschool English Language ..
132	12327 attend to teacher or peer acting out a short story (in home language or English)	Middle Foundation	ELR 1.1	Preschool English Language ..
132	12328 attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language	Beginning Foundation	ELR 1.1	Preschool English Language ..
132	12329 attend to teacher reading a story (in either home language or English)	Beginning Foundation	ELR 1.1	Preschool English Language ..
133	12330 choose to “read” familiar books written in English with increasing independence and talk about the books in English	Later Foundation	ELR 1.2	Preschool English Language ..

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
133	12331	make three comments about the book to teacher or peer, when given a familiar book and prompted "tell me about the book"	Later Foundation	ELR 1.2 English Language	Preschool English Language
133	12332	say " I like the teacher" when looking at "Brown Bear Brown Bear" and prompted to "tell me about the story"	Later Foundation	ELR 1.2 English Language	Preschool English Language
133	12333	choose to "read" familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books	Middle Foundation	ELR 1.2 English Language	Preschool English Language
133	12334	answer questions when given a familiar book and asked three specific questions	Middle Foundation	ELR 1.2 English Language	Preschool English Language
133	12335	reply "the blue bird" when looking at "Brown Bear Brown Bear" and asked which animal is your favorite	Middle Foundation	ELR 1.2 English Language	Preschool English Language
133	12336	"read" familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books	Beginning Foundation	ELR 1.2 English Language	Preschool English Language
133	12337	respond by pointing to pictures in the book when given a familiar book and asked three specific questions	Beginning Foundation	ELR 1.2 English Language	Preschool English Language
133	12338	touch the bear when looking at the book "Brown Bear Brown Bear" and asked where is the bear?	Beginning Foundation	ELR 1.2 English Language	Preschool English Language
133	12339	show an increasing understanding of book reading	Later Foundation	ELR 2.0 English Language	Preschool English Language
134	12340	begin to engage in extended conversations in English about stories	Later Foundation	ELR 2.1 English Language	Preschool English Language
134	12341	retell a familiar story/ life experience in home language	Later Foundation	ELR 2.1 English Language	Preschool English Language
134	12342	describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English	Middle Foundation	ELR 2.1 English Language	Preschool English Language
134	12343	retell a sentence from a familiar story/ life experience in home language	Middle Foundation	ELR 2.1 English Language	Preschool English Language
134	12344	begin to identify and relate to a story from their own life experiences in the home language	Beginning Foundation	ELR 2.1 English Language	Preschool English Language

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
134	12345	bring a book in the home language for teacher to read	Beginning Foundation	ELR 2.1 English Language ..	Preschool
134	12346	retell in English the majority of a story read or told in English	Later Foundation	ELR 2.2 English Language ..	Preschool
134	12347	retell a story using the home language and some English when read or told a story in English	Middle Foundation	ELR 2.2 English Language ..	Preschool
134	12348	retell a story in the home language when read or told a story in the home language	Beginning Foundation	ELR 2.2 English Language ..	Preschool
134	12349	respond by pointing to pictures in the book when given sequence cards (beginning, middle and end)	Beginning Foundation	ELR 2.2 English Language ..	Preschool
135	12350	demonstrate an understanding of print conventions	Later Foundation	ELR 3.0 English Language ..	Preschool
135	12351	demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read	Later Foundation	ELR 3.1 English Language ..	Preschool
135	12352	continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language	Middle Foundation	ELR 3.1 English Language ..	Preschool
135	12353	begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages)	Beginning Foundation	ELR 3.1 English Language ..	Preschool
135	12354	demonstrate awareness that print carries meaning	Later Foundation	ELR 4.0 English Language ..	Preschool
135	12355	recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English	Later Foundation	ELR 4.1 English Language ..	Preschool
135	12356	recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English	Middle Foundation	ELR 4.1 English Language ..	Preschool
135	12357	begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English	Beginning Foundation	ELR 4.1 English Language ..	Preschool
135	12358	demonstrate progress in their knowledge of the alphabet in English	Later Foundation	ELR 5.0 English Language ..	Preschool

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
135	12359	begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words	Later Foundation	ELR 5.1 English Language	Preschool English Language
136	12360	begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English)	Middle Foundation	ELR 5.1 English Language	Preschool English Language
136	12361	interact with material representing the letters of the English alphabet	Beginning Foundation	ELR 5.1 English Language	Preschool English Language
136	12362	identify ten or more letters of the alphabet in English	Later Foundation	ELR 5.2 English Language	Preschool English Language
136	12363	identify some letters of the alphabet in English	Middle Foundation	ELR 5.2 English Language	Preschool English Language
136	12364	begin to recognize the first letter in their own name or the character for their own name in the home language or English	Beginning Foundation	ELR 5.2 English Language	Preschool English Language
136	12365	demonstrate phonological awareness	Later Foundation	ELR 6.0 English Language	Preschool English Language
136	12366	repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English	Later Foundation	ELR 6.1 English Language	Preschool English Language
136	12367	begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English	Middle Foundation	ELR 6.1 English Language	Preschool English Language
136	12368	listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English	Beginning Foundation	ELR 6.1 English Language	Preschool English Language
136	12369	recognize and produce words that have a similar onset (initial sound) in English	Later Foundation	ELR 6.2 English Language	Preschool English Language
137	12370	begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support	Middle Foundation	ELR 6.2 English Language	Preschool English Language
137	12371	listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English	Beginning Foundation	ELR 6.2 English Language	Preschool English Language
137	12372	begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support	Later Foundation	ELR 6.3 English Language	Preschool English Language

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
137	12373	begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language	Middle Foundation	ELR 6.3	Preschool English Language
137	12374	attend to and manipulate different sounds or tones in words in the home language	Beginning Foundation	ELR 6.3	Preschool English Language
137	12375	use writing to communicate their ideas	Later Foundation	ELW 1.0	Preschool English Language
137	12376	develop an increasing understanding that what is said in English can be written down and read by others	Later Foundation	ELW 1.1	Preschool English Language
137	12377	begin to understand that what is said in the home language or in English can be written down and read by others	Middle Foundation	ELW 1.1	Preschool English Language
137	12378	begin to understand that writing can be used to communicate	Beginning Foundation	ELW 1.1	Preschool English Language
137	12379	continue to develop writing by using letters or letter-like marks to represent their ideas in English	Later Foundation	ELW 1.2	Preschool English Language
138	12380	begin to use marks or symbols to represent spoken language in the home language or in English	Middle Foundation	ELW 1.2	Preschool English Language
138	12381	begin to demonstrate an awareness that written language can be in the home language or in English	Beginning Foundation	ELW 1.2	Preschool English Language
138	12382	write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language	Later Foundation	ELW 1.3	Preschool English Language
138	12383	attempt to copy their own name in English or in the writing system of their home language	Middle Foundation	ELW 1.3	Preschool English Language
138	12384	write marks to represent their own name in a way that may resemble how it is written in the home language	Beginning Foundation	ELW 1.3	Preschool English Language
138	12385	participate in extended or integrated physical activities			Preschool Motor: Gross Motor
138	12386	use complex movement in active play			Preschool Motor: Gross Motor

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
138	12387	push objects		Preschool Motor: Gross Motor
138	12388	carry objects		Preschool Motor: Gross Motor
138	12389	run		Preschool Motor: Gross Motor
139	12390	use movement skills to go smoothly up, down, and through a variety of spaces		Preschool Motor: Gross Motor
139	12391	walk backwards		Preschool Motor: Gross Motor
139	12392	stand and walk on tip toes		Preschool Motor: Gross Motor
139	12393	scoot on or ride wheel toys without pedals		Preschool Motor: Gross Motor
139	12394	climb simple structures		Preschool Motor: Gross Motor
139	12395	stop and walk backwards a few steps		Preschool Motor: Gross Motor
139	12396	walk alone		Preschool Motor: Gross Motor
139	12397	make basic movements with confidence and ease		Preschool Motor: Gross Motor
139	12398	skip or gallop		Preschool Motor: Gross Motor
139	12399	get dressed with minimal help		Preschool Motor: Gross Motor
140	12400	show rhythmic movement (e.g. moves or marches to music)		Preschool Motor: Gross Motor

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
140	12401	catch a large ball with two hands		Preschool Motor: Gross Motor
140	12402	kick a large ball		Preschool Motor: Gross Motor
140	12403	jump forward with both feet together		Preschool Motor: Gross Motor
140	12404	pedal a tricycle independently		Preschool Motor: Gross Motor
140	12405	ride a tricycle using pedals most of the time		Preschool Motor: Gross Motor
140	12406	create simple block structures		Preschool Motor: Gross Motor
140	12407	pound object with intent and precisions		Preschool Motor: Gross Motor
140	12408	catch a ball by trapping it with arms and hands		Preschool Motor: Gross Motor
140	12409	walk up stairs holding a hand or railing		Preschool Motor: Gross Motor
141	12410	use movement skill to negotiate obstacles		Preschool Motor: Gross Motor
141	12411	avoid obstacles (e.g. moves around room without bumping into objects)		Preschool Motor: Gross Motor
141	12412	coordinate complex movements		Preschool Motor: Gross Motor
141	12413	take off shoes		Preschool Motor: Gross Motor
141	12414	push foot into shoe		Preschool Motor: Gross Motor

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
141	12415	move in an upright position without support		Preschool Motor: Gross Motor
141	12416	sit up		Preschool Motor: Gross Motor
141	12417	move in an upright position with support		Preschool Motor: Gross Motor
141	12418	pull to stand		Preschool Motor: Gross Motor
141	12419	stand and cruise while holding on to furniture		Preschool Motor: Gross Motor
142	12420	move whole body using arms and legs (horizontal movement)		Preschool Motor: Gross Motor
142	12421	crawl or creep on hands		Preschool Motor: Gross Motor
142	12422	make simple movements with parts of body		Preschool Motor: Gross Motor
142	12423	move primarily from reflexes		Preschool Motor: Gross Motor
142	12424	coordinate multiple movements involving balance		Preschool Motor: Balance
142	12425	maintain balance while moving		Preschool Motor: Balance
142	12426	balance without support		Preschool Motor: Balance
142	12427	show a developing sense of balance and the ability to carry an object while moving		Preschool Motor: Balance
142	12428	balance while performing difficult motions		Preschool Motor: Balance

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
142	12429	balance body while carrying or manipulating an object		Preschool Motor: Balance
143	12430	balance body to play with a ball		Preschool Motor: Balance
143	12431	balance whole body and support own weight while standing on two feet		Preschool Motor: Balance
143	12432	balance whole body while standing on two feet using support or on all four		Preschool Motor: Balance
143	12433	balance weight of torso (head, chest, arms) while sitting		Preschool Motor: Balance
143	12434	balance body briefly		Preschool Motor: Balance
143	12435	balance body with support		Preschool Motor: Balance
143	12436	show increasing refinement and detail in fine motor movements requiring strength or control of fingers		Preschool Motor: Fine Motor
143	12437	use fingers to manipulate smaller objects		Preschool Motor: Fine Motor
143	12438	fasten buttons		Preschool Motor: Fine Motor
143	12439	manipulate small objects requiring precise eye-hand coordination		Preschool Motor: Fine Motor
144	12440	use tools with increasing precision (e.g. crayons, scissors)		Preschool Motor: Fine Motor
144	12441	manipulate objects fingers and both hands with each hand doing something different to smoothly accomplish simple tasks		Preschool Motor: Fine Motor
144	12442	manipulate two small objects at the same time (e.g. stringing beads)		Preschool Motor: Fine Motor

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
144	12443	string at least three small beads		Preschool Motor: Fine Motor
144	12444	string at least three large beads		Preschool Motor: Fine Motor
144	12445	manipulate objects with each hand doing something different to smoothly accomplish simple tasks		Preschool Motor: Fine Motor
144	12446	manipulate large objects with fingers and wrists on both hands to accomplish a simple task		Preschool Motor: Fine Motor
144	12447	pour liquid from small pitcher or cup		Preschool Motor: Fine Motor
144	12448	fold blanket, paper		Preschool Motor: Fine Motor
144	12449	hold an object with one hand and manipulate it with the other hand (e.g. spins blades of toy helicopter)		Preschool Motor: Fine Motor
145	12450	manipulate objects with both hands together to accomplish a task or do an activity		Preschool Motor: Fine Motor
145	12451	manipulate objects using one hand while stabilizing the object with the other hand		Preschool Motor: Fine Motor
145	12452	put interlocking manipulatives together		Preschool Motor: Fine Motor
145	12453	turn pages of a book		Preschool Motor: Fine Motor
145	12454	pick up or hold things with fingertip(s) and thumb		Preschool Motor: Fine Motor
145	12455	use thumb and forefinger to pick up small items		Preschool Motor: Fine Motor
145	12456	feed self		Preschool Motor: Fine Motor

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
145	12457 use a paintbrush			Preschool Motor: Fine Motor
145	12458 scoop and rake with hand to manipulate or pick up objects, sand, food, etc.			Preschool Motor: Fine Motor
145	12459 use full hand grasp with thumb closed on fist			Preschool Motor: Fine Motor
146	12460 use arms and hands to interact with things in the environment			Preschool Motor: Fine Motor
146	12461 dump objects from container			Preschool Motor: Fine Motor
146	12462 release objects into container			Preschool Motor: Fine Motor
146	12463 use scissors to cut out complex shapes			Preschool Fine Motor: Cutting
146	12464 use scissors to cut out simple shapes			Preschool Fine Motor: Cutting
146	12465 use scissors to cut a circle			Preschool Fine Motor: Cutting
146	12466 use scissors to cut along a curved line			Preschool Fine Motor: Cutting
146	12467 use scissors to cut along a straight line			Preschool Fine Motor: Cutting
146	12468 snip paper with scissors			Preschool Fine Motor: Cutting
146	12469 open and close scissors with one hand			Preschool Fine Motor: Cutting
147	12470 integrate visual and fine-motor skills to complete complex tasks			Preschool Motor: Eye-hand coord.

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
147	12471	integrate visual and fine-motor skills to replicate a model		Preschool Motor: Eye-hand coord.
147	12472	integrate visual and fine-motor skills to complete complex tasks involving the use of tools		Preschool Motor: Eye-hand coord.
147	12473	watch and coordinate the movements of both hands together to accomplish a task or do an activity		Preschool Motor: Eye-hand coord.
147	12474	watch and manipulate an object with one hand while stabilizing the object with the other hand		Preschool Motor: Eye-hand coord.
147	12475	watch and guide the movement of one arm and hand to accomplish a task		Preschool Motor: Eye-hand coord.
147	12476	watch while moving arm and hand toward object or person		Preschool Motor: Eye-hand coord.
147	12477	watch objects		Preschool Motor: Eye-hand coord.
147	12478	regard objects		Preschool Motor: Eye-hand coord.
147	12479	show understanding of why personal cleanliness is important		Preschool Safety & Health
148	12480	communicate understanding of personal care routines to others		Preschool Safety & Health
148	12481	take care of personal cleanliness on his/her own		Preschool Safety & Health
148	12482	complete personal care routines independently		Preschool Safety & Health
148	12483	wash and dry hands before eating and after toileting		Preschool Safety & Health
148	12484	wash and dry hands without assistance		Preschool Safety & Health

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
148	12485	take care of own toileting needs		Preschool Safety & Health
148	12486	follow through on personal cleanliness with some reminders		Preschool Safety & Health
148	12487	participate in own personal cleanliness with help or supervision from an adult		Preschool Safety & Health
148	12488	wash and dry hands with adult assistance		Preschool Safety & Health
148	12489	use tissue to wipe nose with assistance		Preschool Safety & Health
149	12490	complete personal care routines with help		Preschool Safety & Health
149	12491	participate in simple personal care routines		Preschool Safety & Health
149	12492	anticipate simple care giving routines		Preschool Safety & Health
149	12493	react to personal care		Preschool Safety & Health
149	12494	dress independently		Preschool Safety & Health
149	12495	manipulate most fasteners independently		Preschool Safety & Health
149	12496	put on clothing independently		Preschool Safety & Health
149	12497	remove clothing independently		Preschool Safety & Health
149	12498	remove and put on simple, loose clothing with adult assistance		Preschool Safety & Health

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
149	12499	assist with dressing		Preschool Safety & Health
150	12500	cooperate in dressing		Preschool Safety & Health
150	12501	prepare simple snacks		Preschool Safety & Health
150	12502	serve food or drink to self		Preschool Safety & Health
150	12503	feed self whole meal		Preschool Safety & Health
150	12504	feed self with assistance		Preschool Safety & Health
150	12505	accept food from a spoon		Preschool Safety & Health
150	12506	coordinate sucking and breathing		Preschool Safety & Health
150	12507	communicate an understanding of safety rules to other		Preschool Safety & Health
150	12508	communicate dangerous behavior to another (e.g. tells someone not to throw rocks or sand)		Preschool Safety & Health
150	12509	apply known safety rules in a variety of situations		Preschool Safety & Health
151	12510	know how to follow routines in emergency situations		Preschool Safety & Health
151	12511	state first and last name		Preschool Safety & Health
151	12512	usually follow simple safety rules on his/her own		Preschool Safety & Health

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
151	12513	pay attention to safety instructions		Preschool
				Safety & Health
151	12514	cooperate when requested to follow simple safety rules		Preschool
				Safety & Health
151	12515	follow simple safety rules when reminded		Preschool
				Safety & Health
151	12516	avoid unsafe behavior with verbal limits, physical prompts or signal from adult		Preschool
				Safety & Health
151	12517	seek out adult when feeling insecure or unsafe		Preschool
				Safety & Health
151	12518	respond in situations that make him/her feel unsafe		Preschool
				Safety & Health
151	12519	communicate to others about making healthy choices		Preschool
				Safety & Health
152	12520	independently take care of some basic needs like rest, healthy food choices, and physical activity		Preschool
				Safety & Health
152	12521	begin to communicate about own health needs with occasional reminders from an adult		Preschool
				Safety & Health
152	12522	begin to take care of own health needs (food & rest) with occasional reminders from an adult		Preschool
				Safety & Health
152	12523	begin to make healthy food choices with occasional reminders from an adult		Preschool
				Safety & Health
152	12524	follow guidance from adult about rest, health, food choices, and physical activity		Preschool
				Safety & Health
152	12525	follow guidance from adult about healthy eating choices		Preschool
				Safety & Health
152	12526	eat a variety of foods		Preschool
				Safety & Health

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
152	12527	explore new food and food textures		Preschool
				Safety & Health
152	12528	try some new foods with adult encouragement		Preschool
				Safety & Health
152	12529	try new foods on own		Preschool
				Safety & Health
153	12530	accept food from a spoon		Preschool
				Safety & Health
153	12531	communicate hunger		Preschool
				Safety & Health