

Kuwait Reggio Center Standard's Matrix

Developed from the *Guidelines for Preschool Learning Experiences* by the Early Childhood Advisory Council to the Massachusetts Board of Education

	Level 1	Level 2	Level 3
<p>Language</p> <p>LA1: Expresses himself/herself with age appropriate vocabulary orally and in the poetic languages.</p> <p>LA2: Demonstrates emergent reading and writing skills.</p>	<p>LA1L1:</p> <ul style="list-style-type: none"> a. Demonstrates ability to communicate verbally or nonverbally in informal everyday activities. b. Uses words acquired through conversations, listening to books read aloud, activities, and play. c. Can identify work created during the year to a parent, teacher, or peers. <p>LA2L1:</p> <ul style="list-style-type: none"> a. Listens actively as an individual and as a member of a group to a variety of age-appropriate informational texts and literature read aloud. b. With prompting and support, names and/or identify important details from an illustration or photograph. c. With guidance and support from adults, explores word relationships and nuances of word meanings. d. Represents and identifies objects with drawings/scribbles. 	<p>LA1L2:</p> <ul style="list-style-type: none"> a. Speaks audibly and express thoughts, feelings, and ideas. b. Asks and answers questions in order to seek help, get information, or clarify something that is not understood. c. Listens to, recognizes, and uses a broad vocabulary of sensory words. d. Chooses artwork to display and identify the medium or materials used to create it. <p>LA2L2:</p> <ul style="list-style-type: none"> a. With prompting and support, recalls important facts from an informational text, story or poem after hearing it read aloud. b. With prompting and support, "reads" illustrations in a picture book by describing facts learned from the pictures. c. With prompting and support, makes connections between an informational text, story or poem and one's own experience. d. Asks and answers questions about the meaning of new words and phrases introduced through text (books, poems, stories), activities, and play. e. Uses a combination of dictating and drawing to tell a real or imagined story. 	<p>LA1L3:</p> <ul style="list-style-type: none"> a. Describes personal experiences; tell and/or create representations of real or imagined stories. b. Participates in collaborative conversations with diverse partners during daily routines and play. c. Chooses artwork for display in the classroom, school or community or for a personal book, class book or portfolio, and explain why they chose it and how the work was made. <p>LA2L3:</p> <ul style="list-style-type: none"> a. With prompting and support, asks and answers questions about an informational text, story or poem read aloud. b. With prompting and support, makes predictions about what happens next in a picture book after examining and discussing the illustrations. c. With guidance and support, demonstrates understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet. d. With prompting and support, represents concepts learned from hearing an informational text, story or poem read aloud through drawing, dictating and/or acting.

			e. Demonstrates beginning understanding of phonics and word analysis skills.
<p>Cognitive</p> <p>C1: Uses the scientific method to explore, question and explain their environment:</p> <ol style="list-style-type: none"> a. Explores and expresses interest in materials and phenomena. b. Tries to make sense of materials and phenomena with predictions and questions. c. Represents the information learned by correctly using numbers, pictures, and proto-writing. <p>C2: Uses dramatic play to practice and explore their environment.</p>	<p>C1L1:</p> <ol style="list-style-type: none"> a. Uses their senses of sight, hearing, touch, smell, and taste to explore their environment. b. Learns to take care of materials and tools and to use them safely. c. Explores and compares different textures in the environment. d. Explores the use of shapes and forms in 2D and 3D works. e. Uses a variety of materials to produce, alter and compare sounds. f. Explores light and shadows. <p>C2L1:</p> <ol style="list-style-type: none"> a. Develop audience skills by observing performances or artists at work in various aspects of the arts. 	<p>C1L2:</p> <ol style="list-style-type: none"> a. Makes predictions about changes in materials or objects based on past experience. b. Manipulates a wide variety of familiar and unfamiliar objects to observe, describe, and compares their properties using appropriate language c. Observes and describes or represents scientific phenomena meaningful to children's lives that have a repeating pattern. d. Record observations and share ideas through simple forms of representation such as drawings. e. Experiments with the use of texture in artwork. f. Describes simple (color, size) features of places and objects in the student's environment. g. Listens to, imitates, and improvises sounds, patterns, or songs. h. Listens to and says the names of numbers in meaningful contexts. <p>C2L2:</p> <ol style="list-style-type: none"> a. Create scenarios, props, and settings for dramatizations and dramatic play. 	<p>C1L3:</p> <ol style="list-style-type: none"> a. Generates questions and gathers information to answer their questions in various ways. b. Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks. c. Record observations and share ideas through simple forms of representation such as drawings. d. Creates representations of textures in drawings, paintings, rubbings, or relief. e. Identifies relative positions of objects in space, and uses appropriate language to describe 2D and 3D shapes of different sizes in the environment. f. Creates and represents three-dimensional shapes using various manipulative materials. g. Understands the relationships between numerals and quantities. h. Counts many kinds of concrete objects and actions using one-to-one correspondence. i. Uses concrete objects to model real-world addition (putting together) and subtraction (taking away) problems <p>C2L3:</p> <ol style="list-style-type: none"> a. Uses dramatic play, costumes, and props to pretend to be someone else or to represent a story.

<p>Social & Emotional</p> <p>SE1: Express a sense of belonging and responsibility in their family, school and community.</p> <p>SE2: Exhibit confidence in their ability to navigate social and academic situations.</p>	<p>SE1L1:</p> <ul style="list-style-type: none"> a. Practice independence and self-help skills, including maintaining personal hygiene and safety. b. Demonstrate responsible personal and social conduct. c. Apply coping methods to accommodate a variety of feelings in a constructive manner in order to promote well being. d. Apply both verbal and nonverbal communication skills to develop positive relationships and improve the social environment of the school. <p>SE2L1:</p> <ul style="list-style-type: none"> a. Participates in the daily routine. b. Demonstrate the ability to work effectively alone. c. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety. 	<p>SE1L2:</p> <ul style="list-style-type: none"> a. Discuss strategies to prevent injury and illness, control the spread of disease, and promote cleanliness. b. Recognize and describe or represent emotions such as happiness, surprise, anger, fear, sadness. c. Describe members of their family and discuss what parents do for their children to keep them safe and healthy. <p>SE2L2:</p> <ul style="list-style-type: none"> a. Demonstrate the ability to work effectively with a partner or in a group. b. Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships. c. Observe, discuss, and dramatize basic economic concepts such as buying and selling, producing, and consuming. 	<p>SE1L3:</p> <ul style="list-style-type: none"> a. Identify the major behaviors that contribute to wellness. b. Discuss examples of rules, fairness, personal responsibilities, and authority in their own experiences and in stories read to them. c. Discuss roles and responsibilities of family and community members who promote the welfare and safety of children and adults. Talk about some basic ways they can keep their environment clean or take care of it d. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light. <p>SE2L3:</p> <ul style="list-style-type: none"> a. Select works for exhibition and work as a group to create a display. b. Talk about ways to solve or prevent problems and discuss situations that illustrate that actions have consequences. c. Talk about the qualities we value in a person's character such as honesty, courage, courtesy, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty, and personal responsibility.
<p>Physical</p> <p>PH: Demonstrate age appropriate gross and fine motor skills and use these skills independently and cooperatively.</p>	<p>PHL1:</p> <ul style="list-style-type: none"> a. Use eye-hand coordination, visual perception and tracking, and visual motor skills in play activities. b. Use props to explore space and movement. 	<p>PHL2:</p> <ul style="list-style-type: none"> a. Build body awareness, strength and coordination through locomotion activities. b. Explore activities and vocabulary related to movement, balance, strength, and flexibility. 	<p>PHL3:</p> <ul style="list-style-type: none"> a. Create coordinated movements with a partner or as a group. b. Explores and invents movement, improvises to solve movement problems, and uses movement to express themselves.

	<ul style="list-style-type: none">c. Use a variety of tools and materials to build grasp-and-release skill.	<ul style="list-style-type: none">c. Uses the pincer grip to manipulate materials.d. Respond to a variety of musical rhythms through body movement.	<ul style="list-style-type: none">c. Practices proper pencil and scissor grip.d. Exhibits awareness of rhythm and tempo through movement.e. Identify physical and physiological changes that result from participation in a variety of physical activities.
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