

Maryland State Department of Education
Division of Early Childhood Development
Individually Developed Curriculum Review for 3, 4, and 5 year olds
Raters Review Appendix A – 3 and 4 year olds and 5 year olds -Kindergarten
Maryland State Department of Education
Maryland Early Learning Standards

In order to independently developed curriculum for 3 and 4 year olds and 5 year olds -Kindergarten children to be considered for state-acceptance buy the Maryland State Department of Education, programs must provide information as requested in Appendix A for 3 and 4 year olds and 5 year olds –Kindergarten.

- Using the Teacher’s guide/curriculum, programs must provide citations or examples and page numbers to show the corresponding alignment of their curricula with the Maryland Early Learning Standards which include the domains of Language and Literacy, Mathematics, Social Studies, Science, Health, Physical Education, Fine Arts, and Social Foundations. Age specific indicators and examples for each standard can be found in the Maryland Early Learning Standards
http://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/msde-pedagogy-report-_appendix_2016.pdf.

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Language and Literacy

Strand: Reading Literature								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text								
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.								
Analyze how and why individuals, events, and ideas develop and interact over the course of text.								
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.								
Analyze the structure of texts, include how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.								



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	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Assess how point of view or purpose shapes the content and style of text.							
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.							
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.							
Read and comprehend complex literacy and information texts independently and proficiently.							



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Language and Literacy

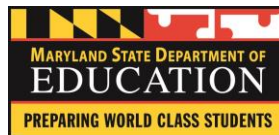
Strand: Reading Informational Text								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.								
Determine central ideal or themes of a text and analyze their development; summarize the key supporting details and ideas.								
Analyze how and why individuals, events, and ideas develop and interact over the course of text.								
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices, shape meaning or tone								
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) related to each other and the whole.								
Assess how point of view or purpose shapes the								



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	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
content and style of a text.							
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.							
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.							
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.							
Read and comprehend complex literary and informational texts independently and proficiently.							

Strand: Reading Foundational Skills							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Demonstrate understanding of the organization and basic features of print.							
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).							



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	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Know and apply grade- level phonics and word analysis skills in decoding words.							
Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.							

Strand: Writing								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.								
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.								
Develop and strengthen writing as needed by planning,								



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revising, editing, rewriting, or trying a new approach.							
	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.							
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.							
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.							

Strand: Speaking and Listening							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.							
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.							



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	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.							
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.							
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.							
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.							



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Language and Literacy

Strand: Language								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.								
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.								
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.								
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.								
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.								



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	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.							



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Mathematics

Strand: Counting and Cardinality								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Know number names and the count sequence.								
Count to tell the number of objects.								

Strand: Operations and Algebraic Thinking								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.								

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Mathematics

Strand: Number and Operations in Base Ten							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Work with numbers to gain foundations for place value.							
Describe and compare measureable attributes							

Strand: Measurement and Data							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Describe and compare measureable attributes							

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Mathematics

Mathematics Strand: Geometry								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Identify and describe shapes/reason with shapes and their attributes.								

Social Studies

Strand: Political Science	Citations/examples and corresponding page numbers from Teacher’s guide							
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.								

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Social Studies

Strand: People of the Nation and the World	Citations/examples and corresponding page numbers from Teacher's guide							
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will understand how people in Maryland, the United States and around the world are alike and different.								

Strand: Geography	Citations/examples and corresponding page numbers from Teacher's guide							
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will use geographic concepts and processes to understand location and its relationship to human activities.								

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Social Studies

Strand: Economics								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.								

Strand: History								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will use historical thinking skills to understand how individuals and events have changed society over time.								



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Strand: Social Studies Skills and Process							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.							

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Science

Strand: Skills and Process	Citations/examples and corresponding page numbers from Teacher’s guide							
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the thinking and acting inherent in the practice of science.								

Strand: Earth/Space								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.								

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Science

Strand: Chemistry								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.								

Strand: Physics								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.								

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Science

Strand: Environment Science							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.							

Health

Strand: Safety and Injury Prevention	Citations/examples and corresponding page numbers from Teacher's guide						
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.							

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Health

Strand: Nutrition and Fitness								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.								

Strand: Personal and Consumer Health	Citations/examples and corresponding page numbers from Teacher’s guide							
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community services.								

Health

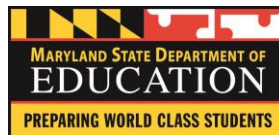


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Strand: Alcohol, Tobacco, and Other Drugs							
	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Standard Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the use, non-use, and abuse of medications, alcohol, tobacco, and other drugs.							

Strand: Family Life and Human Sexuality	Citations/examples and corresponding page numbers from Teacher's guide						
	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Standard Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development through the life cycle.							

Health



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Strand: Disease and Prevention								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.								

Physical Education

Strand: Skillfulness	Citations/examples and corresponding page numbers from Teacher's guide							
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.								

Physical Education



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Strand: Biomechanical Principles							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.							

Strand: Motor Learning Principles							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.							

Physical Education



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Strand: Exercise Physiology								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.								

Strand: Physical Activity								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.								

Fine Arts



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Strand: Dance, Perceiving, Performing, and Responding								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.								

Strand: Dance, Historical, Cultural, and Social Context								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate an understanding of dance as an essential aspect of history and human experience.								

Strand: Dance, Creative Expression and Production								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to create and perform dance.								

Fine Arts



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Strand: Dance, Aesthetics and Criticism							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to make aesthetic judgments in dance.							

Strand: Music: Perceiving, Performing, and Responding							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.							

Strand: Music: Historical, Cultural, and Social Context							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate an understanding of music as an essential aspect of history and human experience.							

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Strand: Music: Creative Expression and Production								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to organize musical ideas and sounds creatively.								

Strand: Aesthetics and Criticism								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to make aesthetic judgments.								

Strand: Theatre: Perceiving and Responding								
	Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.								



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Strand: Theatre: Historical, Cultural, Social Context							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.							

Strand: Theatre: Creative Expression and Production							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.							

Strand: Theatre: Aesthetics ad Criticism							
Standard	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Students will demonstrate the ability to make aesthetic judgments							



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Fine Arts

Strand: Visual Arts: Perceiving and Responding							
	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Standard							
Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.							

Strand: Visual Arts: Historical, Cultural, and Social Context							
	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Standard							
Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.							

Strand: Visual Arts: Creative Expression and Production							
	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Standard							
Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.							

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Fine Arts

Strand: Visual Arts: Aesthetics and Criticism							
	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Standard							
Students will demonstrate the ability to make aesthetic judgments.							

Social Foundations

Strand: Social Emotional Regulation							
	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Standard							
Demonstrates healthy self-confidence.							
Initiates and maintains relations.							

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Social Foundations

Strand: Approaches to Learning and Executive Function	3 Years	4 Years	Kindergarten	Fully Met	Partially Met	Not Met	Comment
Standard							
Self-regulation/inhibitory control.							
Working memory							
Cognitive flexibility							
Initiative and curiosity							
Demonstrates persistence							
Demonstrates Cooperation							
Understanding and complying with classroom rules, routines, and expectations.							
Demonstrating cognitive flexibility-Understands symbolic representation							

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