

PK3			
COMMUNICATION ARTS			
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Social Emotional	ca.se.pk3.1	Respect and respond to others in an appropriate manner	<input checked="" type="checkbox"/>
	ca.se.pk3.2	Participate in small and large group activities	<input checked="" type="checkbox"/>
	ca.se.pk3.3	Help take care of environment and school (i.e. care for toys, supplies,	<input checked="" type="checkbox"/>
	ca.se.pk3.4	Develop friendships with peers in class	<input checked="" type="checkbox"/>
	ca.se.pk3.5	Gain understanding and is respectful of others' personal space and	<input checked="" type="checkbox"/>
	ca.se.pk3.6	Express feelings and disappointments appropriately	<input checked="" type="checkbox"/>
	ca.se.pk3.7	Maintain interest in activity with distractions present	<input checked="" type="checkbox"/>
	ca.se.pk3.8	Finish work that was started	<input checked="" type="checkbox"/>
	ca.se.pk3.9	Have a "can do" attitude	<input checked="" type="checkbox"/>
	ca.se.pk3.10	Stays focused in a small group setting	<input checked="" type="checkbox"/>
	ca.se.pk3.11	Share feelings of pride (express feeling appropriately in varied	<input checked="" type="checkbox"/>
	ca.se.pk3.12	Respond well to enthusasium	<input checked="" type="checkbox"/>
	ca.se.pk3.13	Help clean up after activities	<input checked="" type="checkbox"/>
	ca.se.pk3.14	Maintain activity or project until complete	<input checked="" type="checkbox"/>
	ca.se.pk3.15	Follow directions	<input checked="" type="checkbox"/>
Fine & Gross Motor		<i>Increasingly develop and refine fine motor skills</i>	
	ca.fm.pk3.1	Copy horizontal and vertical lines	<input checked="" type="checkbox"/>
	ca.fm.pk3.2	Copy the shapes: circle and cross	<input checked="" type="checkbox"/>
	ca.fm.pk3.3	Attempt to color within the lines	<input checked="" type="checkbox"/>
	ca.fm.pk3.4	Develop scissor skills: a. place scissors on fingers and hold it b. open and close scissors c. snip materials d. hold paper for cutting e. cut a 1 1/2" wide paper in two f. cut a 5-inch wide paper in two	<input checked="" type="checkbox"/>

	ca.fm.pk3.5	Thread beads onto string	✓
	ca.fm.pk3.6	Be able to assemble simple age-appropriate puzzles	✓
	ca.fm.pk3.7	Be able to build a tower with 6, 7, 8, 9, and 10 blocks	✓
	ca.fm.pk3.8	Be able to manipulate small pieces: zippers, buttons, and snaps	✓
	ca.fm.pk3.9	Use small manipulatives with increasing strength and dexterity	✓
	ca.fm.pk3.10	Draw a person with some body parts	✓
	ca.fm.pk3.11	Be able to paint, paste, glue, and play with play dough and clay	✓
	ca.fm.pk3.12	Trace numerals 1-10	✓
		<i>Increasingly develop and refine gross motor skills</i>	
	ca.gm.pk3.1	Increase strength and dexterity for upper extremities	✓
Reading	ca.r.pk3.1	Apply early reading skills: interests in books and reading, book handling skills, pretend to read easy or predictable books, comprehend and repond to text, develop sense of the story	✓
	ca.r.pk3.2	Use concepts of print: recognize their name and find their name in a group, recognize environmental print and symbols, letter recognition of uppercase and some lowercase, and recognize that print represents spoken words	✓
	ca.r.pk3.3	Use phonological awareness: learning rhymes, simple songs, poems, fingerplays, participate in word games, and discriminate sounds in words	✓
Writing		<i>Use writing as a means of expression and communication</i>	
	ca.w.pk3.1	Use scribbles, shapes, pictures, and letter-like forms to write	✓
	ca.w.pk3.2	Experiment with writing tools and materials	✓
	ca.w.pk3.3	Tell others about marks and intended meaning of drawing or writing	✓
	ca.w.pk3.4	Use a variety of resources to facilitate writing	✓
		<i>Develop pre-writing skills</i>	
	ca.w.pk3.5	Copy letters from their name (upper or lower)	
	ca.w.pk3.6	Draw/write with increasing control (watch for dexterity, precision & control, coordination, grasp of instrument)	
	ca.w.pk3.7	Develop pencil grasp	
Speaking & Listening	ca.sl.pk3.1	Represent feelings and ideas through a variety of ways: pretend play, movement, music, art, and construction	✓

	ca.sl.pk3.2	Listen for different purposes: to others, to sounds in environment, complex sentences, following directions, to stories and books responsively, and engage in conversations with others	<input checked="" type="checkbox"/>
	ca.sl.pk3.3	Use language to communicate: through body language, verbally or gestures in home language, and initiate conversations with children and adults	<input checked="" type="checkbox"/>
	ca.sl.pk3.4	Develop and expand expressive and receptive language: to acquire vocabulary, to be understood by others, and use complete sentences of varying lengths	<input checked="" type="checkbox"/>
		MATH	
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Number Sense		<i>Use numbers to show quantity</i>	<input checked="" type="checkbox"/>
	m.ns.pk3.1	Show interest in counting and quantity	
	m.ns.pk3.2	Participate in experiences that involve counting	
	m.ns.pk3.3	Develop an increasing ability to rote count in sequence to 10	<input checked="" type="checkbox"/>
	m.ns.pk3.4	Count up to 8 objects with understanding	<input checked="" type="checkbox"/>
		<i>Uses language to represent number of objects</i>	
	m.ns.pk3.5	Combine and name how many	
	m.ns.pk3.6	Separate and name how many	
	m.ns.pk3.7	Use language to compare number (i.e. more/less, greater/fewer, equal to)	
		<i>Solve problem using numbers</i>	
	m.ns.pk3.8	Name how many there are in a group (up to eight objects)	<input checked="" type="checkbox"/>
	m.ns.pk3.9	Use one-to-one correspondence when counting objects	<input checked="" type="checkbox"/>
	m.ns.pk3.10	Use one-to-one correspondence to compare the size of a group of objects	
Relationships & Algebraic Thinking		<i>Use language to represent number of objects</i>	

	m.rat.pk3.1	Combine and separate groups and name how many	
		<i>Use numerical representations</i>	
	m.rat.pk3.2	Use drawings to represent number	
Geometry, Measurement, & Data		<i>Make comparisons using measurement</i>	
	m.gmd.pk3.1	Explore, compare, and describe objects using measurable features	✓
	m.gmd.pk3.2	Order three or more objects according to length or size differences	
		<i>Investigate positions and locations</i>	
	m.gmd.pk3.3	Take apart, create, and build	✓
	m.gmd.pk3.4	Use actions and words to indicate position, location, movement, and orientation	✓
		<i>Explore shapes in the environment</i>	
	m.gmd.pk3.5	Investigate and talk about the characteristics of shapes	✓
	m.gmd.pk3.6	Identify and trace shapes and symbols (line, x, circle, square, triangle)	✓
		<i>Demonstrate an understanding of time through classroom routine</i>	
	m.gmd.pk3.7	Verbally name the days of the week by rote and by cueing from a calendar or song	
		SCIENCE	
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Physical Science	s.ps.pk3.1	Explore physical properties of objects and materials using senses and simple tools	✓
	s.ps.pk3.2	Investigate properties of objects and materials through questions and experiments	✓
	s.ps.pk3.3	Solve problems involving physical properties of objects and materials	✓
	s.ps.pk3.4	Represent observations of the physical world in a variety of ways: pretend play, music and movement, art and construction, and conversation	✓
Life Science	s.ls.pk3.1	Explores characteristics of living things through senses	✓

	s.ls.pk3.2	Investigate characteristics of living things through questions and collecting information	<input checked="" type="checkbox"/>
	s.ls.pk3.3	Solve problems related to living things	<input checked="" type="checkbox"/>
	s.ls.pk3.4	Represent observations about living things in a variety of ways: pretend play, music and movement, art and construction, and conversation	<input checked="" type="checkbox"/>
Earth & Space Science	s.ess.pk3.1	Explore properties of earth and sky using senses and simple tools	<input checked="" type="checkbox"/>
	s.ess.pk3.2	Investigate properties of earth and sky through questions and experiments	<input checked="" type="checkbox"/>
	s.ess.pk3.3	Solve problems involving earth and sky	<input checked="" type="checkbox"/>
	s.ess.pk3.4	Represent observations about earth and sky in a variety of ways: pretend play, music and movement, art and construction, and conversation	<input checked="" type="checkbox"/>
SOCIAL STUDIES			
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Civics	ss.c.pk3.1	Identify reasons for rules in the home/school/classroom	
	ss.c.pk3.2	Articulate questions about the classroom and school communities	
	ss.c.pk3.3	Retell and explain personal history	
	ss.c.pk3.4	Describe fair ways for groups to make decisions	<input checked="" type="checkbox"/>
	ss.c.pk3.5	Articulate ways to peacefully resolve conflicts	<input checked="" type="checkbox"/>
	ss.c.pk3.6	Demonstrate fairness when sharing classroom and playground equipment	<input checked="" type="checkbox"/>
	ss.c.pk3.7	Name family members, including grandparents, and their roles and responsibilities	
	ss.c.pk3.8	Show interest in community and culture	<input checked="" type="checkbox"/>
	ss.c.pk3.9	Take turns and listen to peers who are talking during group time	<input checked="" type="checkbox"/>
	ss.c.pk3.10	Name community workers, their jobs, and tools of their trade	<input checked="" type="checkbox"/>
	ss.c.pk3.11	Identify our country's flag and its characteristics (colors, stars, stripes)	
	ss.c.pk3.12	Practice reciting the Pledge of Allegiance as a class	
Economics	ss.e.pk3.1	Identify the difference between wants and needs	<input checked="" type="checkbox"/>

	ss.e.pk3.2	Name objects one buys at a store in exchange for money	
Geography	ss.g.pk3.1	Name the town/city in which one lives and name one's school	✓
History	ss.h.pk3.1	Describe the contributions of people associated with holidays	✓
	ss.h.pk3.2	Use words to show time order such as before, now, later	✓
ART			
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Create	a.c.pk3.1	Show visual interest and engagement in surroundings	✓
	a.c.pk3.2	Show an interest in mark making and creative art	✓
	a.c.pk3.3	Explore and experiment with a range of media through sensory exploration and using whole body	✓
	a.c.pk3.4	Use a range of materials and media to represent an idea	✓
	a.c.pk3.5	Use creative art to express thoughts, feelings, experiences, or knowledge	✓
MUSIC			
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Create	mu.cr.pk3-4.1	Explore and experience a variety of music, especially Catholic Christian songs	✓
	mu.cr.pk3-4.2	Explore musical ideas (such as movements, vocalizations, or instrumental accompaniments)	
Perform	mu.p.pk3-4.1	Sing and dance to a variety of songs	✓
	mu.p.pk3-4.2	Perform music with expression	
	mu.p.pk3-4.3	Apply teacher feedback to refine performances	✓
	mu.p.pk3-4.4	Repeat patterns using instruments (i.e. rhythmic sticks)	✓
Respond	mu.r.pk3-4.1	State personal interests and communicate why they prefer some music selections over others	
	mu.r.pk3-4.2	Respond to musical contrasts in songs (i.e. changes in harmony and rhythm)	✓
Connect	mu.co.pk3-4.1	Explore how music brings joy to daily life	✓

	mu.co.pk3-4.2	Begin to understand that music is a gift from God	✓
		PE & HEALTH	
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
Movement & Manipulative Skills	peh.mms.pk3-4.1	Demonstrate gross motor skills with purpose	✓
	peh.mms.pk3-4.2	Demonstrate fine motor skills with purpose	✓
Strategy & Applying Skills	peh.sas.pk3-4.1	Respond to sensory input to function in the environment (i.e. body awareness, spatial awareness)	✓
Health & Fitness	peh.hf.pk3-4.1	Practice healthy behaviors (i.e. finish healthy food before eating treats, demonstrate self-care and independence in restroom, use kleenex, etc.)	✓
Attitude & Behavior	peh.ab.pk3-4.1	Practice safe behaviors while playing with peers (i.e. follow playground rules, be gentle, stay with class when moving through the building/campus, etc.)	✓
	peh.ab.pk3-4.2	Follow classroom rules and procedures	✓
		WORLD LANGUAGES	
		Novice-Low: With significant teacher support, student can...	
DOMAIN	CODE	ARCHDIOCESAN EXPECTATIONS	PRIORITY EXPECTATION
		Novice-Low: With significant teacher support, student can...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nl.1	Recite the Sign of the Cross and Hail Mary	✓
	wl.comm.nl.2	Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)	✓
	wl.comm.nl.3	Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)	✓
	wl.comm.nl.4	Recite alphabet letter names and their sounds as a class in consecutive order	✓

	wl.comm.nl.5	Engage in basic conversations in target language.	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nl.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.2	Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	✓
	wl.comp.nl.3	Respond to basic classroom commands and questions given in the target language	✓
	wl.comp.nl.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nl.1	calendar	✓
	wl.va.nl.2	cardinal numbers 0-30	✓
	wl.va.nl.3	weather	
	wl.va.nl.4	animals	
	wl.va.nl.5	classroom objects	
	wl.va.nl.6	basic affirmative, familiar commands (interpret and apply them)	✓
	wl.va.nl.7	food	
	wl.va.nl.8	singular possessive adjectives	✓
	wl.va.nl.9	family	✓
	wl.va.nl.10	body	
	wl.va.nl.11	descriptive adjectives	
	wl.va.nl.12	interrogative words	✓
	wl.va.nl.13	definite and indefinite articles	
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	

	wl.geoc.nl.1	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nl.2	Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken	
	wl.geoc.nl.3	Discuss similarities and differences of target language and one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nl.1	Identify gender of nouns and adjectives	
	wl.grc.nl.2	Use the verbs "I am" and "I have" in simple sentences orally	✓
	wl.grc.nl.3	Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes	✓
		Novice-Mid: With moderate teacher support, student can consistently...	
Communication		<i>Engage in conversations, providing and obtaining information in the target language</i>	
	wl.comm.nm.1	Recite the Sign of the Cross, Hail Mary, and Our Father from memory	✓
	wl.comm.nm.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	
	wl.comm.nm.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	✓
	wl.comm.nm.4	State the name and sound of each letter of the alphabet and apply in oral and written expression	✓
	wl.comm.nm.5	Engage in basic conversations in the target language using targeted vocabulary and grammar	✓
	wl.comm.nm.6	Produce target vocabulary written and orally	
	wl.comm.nm.7	Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nm.1	Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge	✓

	wl.comp.nm.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nm.3	Respond to classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nm.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nm.1	calendar	<input checked="" type="checkbox"/>
	wl.va.nm.2	cardinal numbers 0-2,000	<input checked="" type="checkbox"/>
	wl.va.nm.3	weather	<input checked="" type="checkbox"/>
	wl.va.nm.4	time (hours + minutes)	<input checked="" type="checkbox"/>
	wl.va.nm.5	animals	
	wl.va.nm.6	school subjects and classroom objects	
	wl.va.nm.7	sports and leisure activities	
	wl.va.nm.8	food	<input checked="" type="checkbox"/>
	wl.va.nm.9	singular and plural possessive adjectives	<input checked="" type="checkbox"/>
	wl.va.nm.10	family	<input checked="" type="checkbox"/>
	wl.va.nm.11	body	<input checked="" type="checkbox"/>
	wl.va.nm.12	descriptive adjectives	
	wl.va.nm.13	clothing	
	wl.va.nm.14	interrogative words	<input checked="" type="checkbox"/>
	wl.va.nm.15	definite and indefinite articles	<input checked="" type="checkbox"/>
	wl.va.nm.16	general prepositions (i.e. of, with)	
	wl.va.nm.17	common infinitives	<input checked="" type="checkbox"/>
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	

	wl.geoc.nm.1	Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)	<input checked="" type="checkbox"/>
	wl.geoc.nm.2	Identify major traditional holidays and/or events celebrated in countries where the target language is spoken	
	wl.geoc.nm.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	<input checked="" type="checkbox"/>
	wl.geoc.nm.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nm.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	<input checked="" type="checkbox"/>
	wl.grc.nm.2	Apply basic rules of word order (adjectives comes after nouns in Spanish)	<input checked="" type="checkbox"/>
	wl.grc.nm.3	Recognize subject pronouns in the target language	
	wl.grc.nm.4	Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes	
		Novice-High: With little to no teacher support, student can independently and consistently...	
Communication		<i>Engage in conversations, provide and obtain information in the target language</i>	
	wl.comm.nh.1	Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory	<input checked="" type="checkbox"/>
	wl.comm.nh.2	Use courtesies, greetings, and salutations in appropriate situations written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.3	Ask and respond to basic questions using interrogative words and vocabulary written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.4	Say alphabet letter names and their sounds in random order (not consecutive order)	
	wl.comm.nh.5	Engage in basic conversations in the target language	<input checked="" type="checkbox"/>

	wl.comm.nh.6	Produce target vocabulary with accuracy written and orally	<input checked="" type="checkbox"/>
	wl.comm.nh.7	Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts	
Comprehension		<i>Understand written and spoken text in the target language on a variety of topics</i>	
	wl.comp.nh.1	Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nh.2	Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge	<input checked="" type="checkbox"/>
	wl.comp.nh.3	Respond to classroom commands and questions given in the target language	<input checked="" type="checkbox"/>
	wl.comp.nh.4	Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text	
Vocabulary Acquisition		<i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>	
		<i>Vocabulary Topics:</i>	
	wl.va.nh.1	calendar	
	wl.va.nh.2	cardinal numbers 0-1 million	<input checked="" type="checkbox"/>
	wl.va.nh.3	ordinal numbers first-tenth	<input checked="" type="checkbox"/>
	wl.va.nh.4	time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)	<input checked="" type="checkbox"/>
	wl.va.nh.5	sports and leisure activities	
	wl.va.nh.6	food (and how to order a meal in a restaurant)	<input checked="" type="checkbox"/>
	wl.va.nh.7	singular and plural possessive adjectives and agreement	<input checked="" type="checkbox"/>
	wl.va.nh.8	family	<input checked="" type="checkbox"/>
	wl.va.nh.9	body	<input checked="" type="checkbox"/>
	wl.va.nh.10	descriptive adjectives	<input checked="" type="checkbox"/>
	wl.va.nh.11	shopping and clothing	
	wl.va.nh.12	modes of transportation	
	wl.va.nh.13	prepositions of place (i.e. in back of, underneath)	<input checked="" type="checkbox"/>

	wl.va.nh.14	common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)	
	wl.va.nh.15	common prefixes and suffixes	
	wl.va.nh.16	common infinitives	✓
Geography & Culture		<i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>	
	wl.geoc.nh.1	Identify location of all countries/continents where target language is spoken on a map	
	wl.geoc.nh.2	Explain major traditional holidays and/or events celebrated in countries where the target language is spoken	✓
	wl.geoc.nh.3	Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life	✓
	wl.geoc.nh.4	Compare/contrast similarities and differences of target language with one's own native language	
Grammar Concepts		<i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>	
	wl.grc.nh.1	Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles	✓
	wl.grc.nh.2	Apply basic rules of word order (adjectives comes after nouns in Spanish)	✓
	wl.grc.nh.3	Use all subject pronouns in the target language	✓
	wl.grc.nh.4	Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech	✓
	wl.grc.nh.5	Conjugate regular verbs in the present progressive tense	
	wl.grc.nh.6	Conjugate the verb "to be" and use in writing and speech	✓
	wl.grc.nh.7	Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"	✓
	wl.grc.nh.8	Conjugate common irregular verbs in the present tense	✓
	wl.grc.nh.9	Conjugate the verb "to like" in singular and plural forms to express likes and dislikes	✓