

Common Language Standards

Domain	Strand	Standard (yellow) Essential Skill and Knowledge	Learning Progression	
Social Foundations (SF)	Social Emotional	Recognize and identify emotions of self and others.	Awareness and Expression of Emotion	
		Recognize and identify own emotions and the emotions of others.		
		Express, understand, and respond to feelings (emotions) of self and others.		
		Express concern for the needs of others and people in distress.		
		Look to adults for emotional support and guidance.		Relationships with Adults
		Separate from familiar adults in a familiar setting with minimal distress.		
	Seek security and support from familiar adults in anticipation of challenging situations.			
	Request and accept guidance from familiar adults.			
	Approaches to Learning / Executive Functioning	Manage the expression of feelings, thoughts, impulses, and behaviors.	Self Control	
		Refrain from demonstrating disruptive or defiant behaviors.		
		Demonstrate appropriate use of own materials or belongings and those of others.		
		Demonstrate the ability to delay gratification for short periods of time.	Persistence	
		Demonstrate the ability to persist with a task.		
		Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress.		
		Focus on an activity with deliberate concentration despite distractions and/or temptations.	Working Memory	
		Demonstrate the ability to retain and apply information.		
		Follow routines and multi-step directions.		
		Remember and use information for a variety of purposes, with modeling and support.		
		Use prior knowledge and information to assess, inform, and plan for future actions and learning.	Initiative	
		Seek and gather new information to plan for projects and activities.		
		Express a desire to learn by asking questions and seeking new information.		
		Demonstrate independence in learning by planning and initiating projects.		
Seek new and varied experiences and challenges (take risks).				
Demonstrate self-direction while participating in a range of activities and routines.	Cooperation with Peers			
Demonstrate cooperative behavior in interactions with others.				
Play or work with others cooperatively.				
Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.				
Demonstrate socially competent behavior with peers.				
Share materials and equipment with other children, with adult modeling and support.	Responsible Behavior			
Demonstrate understanding of rules and responsible behavior.				
Identify rules used at home and at school.				
Social Studies	Explain how rules promote order, safety, and fairness.			

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Language and Literacy (LL)	Reading	Comprehend and respond to interactive read-alouds of literary and informational text.	Story/Text Comprehension
		Before interactive read-alouds, make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs, graphic aids, and/or text.	
		During interactive read-alouds, listen and ask and answer questions as appropriate.	
		After interactive read-alouds, respond by retelling the text or part of the text in an appropriate sequence, using discussions, re-enactment, drawing, and/or writing as appropriate.	
		Identify the beginning, middle, and end of literary text.	
		Identify the main topic of informational text.	
		Demonstrate understanding of spoken words and sounds (phonemes).	Phonological Awareness
		Identify initial and final sounds in spoken words.	
		Identify, blend, and segment syllables in spoken words.	
		Blend and segment onsets and rimes of single-syllable spoken words.	
		Recognize rhyming words in spoken language.	Phonics and Letter Recognition
		Know and apply letter-sound correspondence and letter recognition skills.	
	Recognize that words are made up of letters and their sounds.		
	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for some consonants.		
	Recognize and name some upper- and lowercase letters.	Communication	
	Speaking and Listening		Communicate effectively in a variety of situations with different audiences, purposes, and formats.
	Speak or express thoughts, feelings, and ideas clearly enough to be understood in a variety of settings. Participate in conversations with adults and peers, staying on topic through multiple exchanges and adding appropriate ideas to support or extend the conversation.		
	Writing	Produce letter-like shapes, symbols, letters, and words to convey meaning.	Emergent Writing
With modeling and support, print letters of own name.			
With modeling and support, print meaningful words with letters and letter approximations. Use a combination of drawing, dictating and developmentally appropriate writing for a variety of purposes (e.g., tell a story, give an opinion, express ideas).			
Language	Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.	Grammar	
Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.			
Develop understanding of singular and plural nouns (e.g. "dog" means one dog, "dogs" means more than one dog); form regular plural nouns orally by adding /s/ or /es/.			
Understand and begin to use question words.			
Use frequently occurring prepositions (e.g., "to," "from," "in," "out," "on," "off," "for," "of," "by," "with").			
Produce complete sentences in shared language activities.	Vocabulary		
Use words acquired through conversations and shared reading experiences.			
Identify real-life connections between words and their uses (e.g., relate the word "helpful," used in a story, to own life by telling ways to be helpful). Determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text, or concrete objects.			

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Mathematics (MA)	Counting and Cardinality	Know number name, count sequence, and relationships among number, numeral, and quantity.	Number Sense
		Count the number sequence to 20.	
		Touch each concrete object as it is counted, pairing one number word with each object and saying each number word only once in consistent order.	
		Use number cards arranged in a line to count and then determine what number comes before or after a specific number.	
		Identify, without counting, small quantities of items (1–3) presented in an irregular or unfamiliar pattern (subitize).	
		Recognize that the count remains the same regardless of the order or arrangement of the objects.	
		Demonstrate understanding that the last number spoken tells the number of objects counted; respond correctly when asked “how many” after counting concrete objects.	
		Name written numerals and pair them with concrete objects.	
	Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Number Operations
		Solve simple addition and subtraction problems with totals less than 5, using concrete objects.	
		Use manipulatives to find the amount needed to complete the set.	
	Measurement and Data	Sort, classify, and compare objects.	Classification
		Using prior knowledge of grouping, sort objects by one attribute (e.g., “red or not red,” “round or not round,” or creating a set of “all red” or “all round” objects).	
		Sort multiple groups by one attribute (e.g., “all blue, all red, all yellow” or “all bears, all cats, all dogs”).	
		Identify the attribute by which objects are sorted.	Measurement
		Count to identify the number of objects in each set, and compare categories using comparison vocabulary (e.g., “greater”/“more than,” “less than,” “same”/“equal to”).	
Describe and compare measurable attributes.			
Directly compare and describe two objects with a measurable attribute (e.g., length, size, capacity and weight) in common, using words such as “longer”/“shorter,” “heavier”/“lighter,” or “taller”/“shorter.”			
Geometry	Describe two- and three-dimensional shapes.	Shapes	
	Match similar shapes when given a variety of two- and three-dimensional shapes.		
	Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects.		
	Distinguish examples and non-examples of various two- and three-dimensional shapes.		
	Use informal language to describe three-dimensional shapes (e.g., “box” for cube; “ball” for sphere; “can” for cylinder).		

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Physical Well-Being and Motor Development (PD)	Physical Education	Demonstrate the ability to use large muscles to perform a variety of physical skills.	Coordination–Large Motor	
		Show fundamental movement by demonstrating spatial concepts in movement patterns.		
		Demonstrate locomotor skills with control, coordination, and balance during active play (e.g., running, hopping, jumping).		
		Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).		
		Use non-locomotor skills with control, balance, and coordination during active play (e.g., bending, stretching, and twisting).		
		Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.		Coordination–Small Motor
		Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements.		
		Use classroom and household tools independently with eye-hand coordination to carry out activities.		
	Use a three-finger grasp of dominant hand to hold a writing tool.			
	Health	Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.	Safety and Injury Prevention	
		With modeling and support, identify and follow basic safety rules.		
		Identify ways adults help to keep us safe.		
		With modeling and support, identify the consequences of unsafe behavior.		
		With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.		
Demonstrate personal health and hygiene practices.		Personal Care Tasks		
Independently complete personal care tasks (e.g., washing hands before eating and after toileting).				
		Follow basic health practices (e.g., covering mouth/nose when coughing/sneezing).		