

**Common Language Standards**

Domain	Strand	Standard (yellow) Essential Skill and Knowledge	Learning Progression
<b>Social Foundations</b>	<b>Social Emotional</b>	<b>Recognize and identify emotions of self and others.</b>	<b>Awareness and Expression of Emotion</b>
		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.	
		<b>Look to adults for emotional support and guidance.</b>	<b>Relationships with Adults</b>
		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.	<b>Conflict Resolution</b>
		<b>Demonstrate ability to resolve conflicts with others.</b>	
	Seek adult help when solving interpersonal conflicts.		
	With modeling and support, negotiate to resolve social conflicts with peers.	<b>Self Control</b>	
	<b>Manage the expression of feelings, thoughts, impulses, and behaviors.</b>		
	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.	<b>Persistence</b>	
	<b>Demonstrate the ability to persist with a task.</b>		
	Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress.	<b>Working Memory</b>	
	Focus on an activity with deliberate concentration despite distractions and/or temptations.		
	<b>Demonstrate the ability to retain and apply information.</b>		
	Follow routines and multi-step directions.	<b>Problem Solving</b>	
	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.		
	<b>Approaches to Learning / Executive Functioning</b>	<b>Demonstrate the ability to solve problems.</b>	<b>Initiative</b>
	Solve everyday problems based upon past experience.		
	Solve problems by planning and carrying out a sequence of actions.		
	Seek more than one solution to a question, problem, or task.		
Explain reasoning for the solution selected.	<b>Cooperation with Peers</b>		
<b>Seek and gather new information to plan for projects and activities.</b>			
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).	<b>Cooperation with Peers</b>		
Demonstrate self-direction while participating in a range of activities and routines.			
<b>Demonstrate cooperative behavior in interactions with others.</b>			
Play or work with others cooperatively.			
Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.	<b>Cooperation with Peers</b>		
Demonstrate socially competent behavior with peers.			
Share materials and equipment with other children, with adult modeling and support.			

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<b>Language and Literacy</b>	<b>Reading</b>	<b>Comprehend and respond to interactive read-alouds of literary and informational text.</b>	<b>Story/Text Comprehension</b>
		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.	
		<b>Demonstrate understanding of spoken words and sounds (phonemes).</b>	<b>Phonological Awareness</b>
		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.	
	<b>Know and apply letter-sound correspondence and letter recognition skills.</b>	<b>Phonics and Letter Recognition</b>	
	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.		
	<b>Speaking and Listening</b>	<b>Communicate effectively in a variety of situations with different audiences, purposes, and formats.</b>	<b>Communication</b>
		Speak or express thoughts, feelings, and ideas clearly enough to be understood in a variety of settings.	
	<b>Writing</b>	Participate in conversations with adults and peers, staying on topic through multiple exchanges and adding appropriate ideas to support or extend the conversation.	
		<b>Produce letter-like shapes, symbols, letters, and words to convey meaning.</b>	<b>Emergent Writing</b>
		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).			
<b>Language</b>	<b>Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.</b>	<b>Grammar</b>	
	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.		
	<b>Use words acquired through conversations and shared reading experiences.</b>	<b>Vocabulary</b>	
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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<b>Mathematics</b>	<b>Counting and Cardinality</b>	<b>Know number name, count sequence, and relationships among number, numeral, and quantity.</b>	<b>Number Sense</b>
		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.	
	<b>Operations and Algebraic Thinking</b>	<b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>	<b>Number Operations</b>
		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.	
		Manipulate sets to decompose numbers (e.g., 1 and 4 objects equal 5 objects; 2 and 3 objects equal 5 objects).	
	<b>Measurement and Data</b>	<b>Sort, classify, and compare objects.</b>	<b>Classification</b>
		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.	<b>Measurement</b>
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”).			
<b>Describe and compare measurable attributes.</b>			
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.”			
Order objects by measurable attribute (e.g., biggest to smallest).			
Measure length and volume (capacity) using non-standard measurement tools.			
<b>Geometry</b>	<b>Describe two- and three-dimensional shapes.</b>	<b>Shapes</b>	
	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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<b>Science</b>	<b>Skills and Processes / Life Science</b>	<b>Construct knowledge of life science through questioning and observation.</b>	<b>Inquiry and Observation</b>
		Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	
		Use evidence from investigations to describe observable properties of a variety of objects.	
<b>Social Studies</b>	<b>Government</b>	<b>Demonstrate understanding of rules and responsible behavior.</b>	<b>Responsible Behavior</b>
		Identify rules used at home and at school. Explain how rules promote order, safety, and fairness.	
	<b>History</b>	<b>Demonstrate an understanding of past, present, and future in the context of daily experiences.</b>	<b>Events in the Context of Time</b>
		Describe the events of the day (things that have happened in the immediate past, that happen in the present, and that might happen in the future) using terms such as "morning"/"afternoon" and "night"/"day." Communicate about past events and anticipate what comes next during familiar routines and experiences.	
<b>Physical Well-Being and Motor Development</b>	<b>Physical Education</b>	<b>Demonstrate the ability to use large muscles to perform a variety of physical skills.</b>	<b>Coordination–Large Motor</b>
		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).	
	<b>Health</b>	<b>Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.</b>	<b>Coordination–Small Motor</b>
		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.	
		<b>Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.</b>	
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.			
<b>Health</b>	<b>Demonstrate personal health and hygiene practices.</b>	<b>Personal Care Tasks</b>	
	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).		

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Fine Arts (FA)	Music	<b>Demonstrate awareness of and respond to the characteristics of musical sounds through voice, body movements, and class room instruments.</b>	Music
		Listen and respond to repeated rhythmic patterns.	
		Respond to changes heard in music: fast/slow, loud/soft, long/short, high /low.	
		Sing songs that use the voice in a variety of ways.	
		Demonstrate steady beat through singing, moving the body, or playing classroom instruments.	
	Visual Arts (2)	<b>Identify, describe, experiment with, and create images and forms from observation, memory, imagination, and feelings.</b>	Visual Arts
		Identify colors, lines, and shapes found in the environment and in works of art.	
		Use colors, lines, and shapes to communicate ideas about the observed world.	
		Use colors, lines, and shapes to make artworks that express ideas and feelings.	
	Theater	<b>Use a variety of theatrical elements and conventions to demonstrate themes about life experiences, ideas, and feelings.</b>	Theater
		Listen to and retells or performs nursery rhymes, finger plays, popular children’s books/stories, and other media.	
		Demonstrate themes and ideas about people and events through play.	
	Dance	<b>Demonstrate knowledge of how elements of dance are used to communicate meaning.</b>	Dance
		Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings.	
Combine selected characteristics of the elements of dance, such as body parts and positions, shapes, levels, energy, fast and slow, and use of sensory stimuli to create movement.			
		Reproduce movement demonstrated by the teacher.	