



## ***Framework and Continuum from Birth to End of Kindergarten***

Domain	Strand	Topic
Physical Well-Being, Health, and Motor Development (PHM)	Motor Development	Gross Motor Skills
		Fine Motor Skills
	Physical Development	Physical Exercise
	Health and Personal Care	Daily Living Skills
		Nutrition
		Safe Practices
		Rules and Regulations
Social and Emotional Development (SE)	Social Development	Interactions with Adults
		Interactions with Peers
		Adaptive Social Behavior
	Emotional Development	Self-efficacy
		Self-control and Regulation
Approaches to Learning (AL)	Learning Approaches	Emotional Expression
		Initiative and Creativity
		Persistence and Attentiveness
		Problem Solving
		Reflection and Interpretation
Cognition and General Knowledge (GK)	Mathematics and Numeracy	Effective and Ethical Technology
		Number Sense
		Operations
		Measurement and Data
	Science	Geometry
		Scientific and Engineering Practices
		Physical Science
		Life Science

Domain	Strand	Topic
Cognition and General Knowledge (GK) <i>[continued]</i>	Science <i>[continued]</i>	Earth's Place in the Universe
		Engineering, Technology and Applications of Science
	Social Studies	History
		Geography
		Economics
		Government/ Political Science
	Community and Culture	Community
		Culture
	Creative Arts Expression and Representation	Visual
		Musical
		Movement
		Dramatic Expression
English Language Arts and Literacy (LA)	Reading Literature	Key Ideas and Details
		Craft and Structure
		Integration of Knowledge and Ideas
		Range of Reading and Level of Text Complexity
	Reading Informational	Key Ideas and Details
		Craft and Structure
		Integration of Knowledge and Ideas
		Range of Reading and Level of Text Complexity
	Reading Foundational	Print Concepts
		Phonological Awareness
		Phonics and Word Recognition
		Fluency
	Writing	Text Types and Purposes
		Production and Distribution of Writing
		Research to Build and Present Knowledge
	Speaking and Listening	Comprehension and Collaboration
		Presentation of Knowledge and Ideas
	Language	Conventions of Standard English
		Vocabulary Acquisition and Use

## Domain 1: Physical Well-Being, Health, and Motor Development

Strand	Topic	Birth 12 months	12 24 months	24 36 months	36 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Motor Development	Gross Motor Skills	<p>Experiment with different way of moving (e.g. rolls over; crawls, begins to use arms and legs purposefully, etc.) (PHM.12.a)</p> <p>Reach for objects (PHM/GK.12.e)</p>	Experiment with different ways of moving (e.g. walks across room; marches; walks backwards; etc.) (PHM/GK.24.a)	Continue to experiment with different ways of moving (e.g. walks across room; marches; walks backwards; etc.) (PHM/GK.36.a)	<p>Move purposefully from place to place with control (e.g. avoids bumping into things when running; walks up and down stairs alternating feet; gallops; etc.) (PHM.48.a)</p> <p>Throw/Kick ball with flexible body movements (PHM.48.b)</p>	<p>Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops, starts again, skips) (PHM.KE.a)</p> <p>Throw/Kick/Catch ball with a full range of motion and control (PHM.KE.b)</p>	<p>Use basic loco motor skills in initial (immature) form alone, with a partner, and in small groups (PE.K-2.1.1)</p> <p>Use basic non-loco motor skills in initial (immature) form alone, with a partner, and in small groups (PE.K-2.1.2)</p>
		Balance while exploring immediate environment (e.g. sits while propped up) (PHM.12.c)	Experiment with different ways of balancing (e.g. squat to pick up toys; kneel when playing, etc.) (PHM.24.b)	Sustain balance during simple movement experiences (e.g. jump off step, landing on two feet; jump over small objects; etc.) (PHM.36.b)	Continue to sustain balance during simple movement experiences (PHM.48.c)	Sustain balance during complex movement experiences (e.g. hop across the playground; attempt to jump rope, etc.) (PHM.KE.c)	Use basic movement concepts related to space, time, effort, and relationships (e.g., personal space, fast/slow, strong/light, under/over) (PE.K-2.2.1)
	Fine Motor Skills	Reach for and hold objects purposefully (PHM.12.d)	<p>Hold an object in one hand and manipulate with the other hand (PHM.24.c)</p> <p>Grasp objects and pick up objects with thumb and forefingers (PHM.24.d)</p>	<p>Twist the wrist to accomplish a task (PHM.36.c)</p> <p>Refine grasp to manipulate tools and objects (PHM.36.d)</p>	<p>Refine wrist and finger movements for more control (e.g. pours without spilling; buttons, zips, buckles; turns knobs; etc.) (PHM.48.d)</p> <p>Hold writing/drawing tools with a three-point finger grip (PHM.48.f)</p>	<p>Use small, precise finger and hand movements (e.g. string small beads; cuts small pictures; uses small Legos) (PHM.KE.d)</p> <p>Has more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e)</p>	Use basic manipulative skills in initial (immature) form alone, with a pattern, and in small groups (PE.K-2.1.3)

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months — KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Physical Development	Physical Exercise	Show alertness during waking periods (PHM.12.b)	Sustain physical activity for at least three to five minutes at a time (PHM.24.e)	Participate in a variety of physical exercise (PHM.36-48.e)	Participate in a variety of physical exercise (PHM.36-48.e)	Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. "I feel tired", feels increase in heart rate, etc.) (PHM.KE.f)	Identify physiological indicators that accompany moderate to vigorous physical activities (PE.K-2.4.1)  Explain the benefits associated with exercise (HE.K-2.1.2)
						Name a social or emotional benefit of participating in physical activities (PHM.KE.h)	Describe the social and emotional benefits of participating in physical activities (PE.K-2.3.2)
						Participate in physical activities (PHM.KE.i)	Participate regularly in physical activities (PE.K-2.3.1)
Health and Personal Care	Daily Living Skills	Show preference for specific adults (PHM/SE.12.f)  Notice when parent or primary caregiver leaves (PHM/SE.12.g)	Seek out familiar adult when facing a challenging situation (PHM/SE.24.f)  Change focus and listen when adult is speaking to them (PHM/SE.24.g)	Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f)	Ask for help when hurt (PHM.48-KE.g)	Ask for help when hurt (PHM.48-KE.g)	Explain when and who to ask for help in making health-related decisions and setting goals (HE.K-2.6.1)
		EMERGING	Recognize basic health care workers in books, pictures, or photographs (PHM.24.h)	Recognize basic health care workers in books, pictures, photographs, and in person (PHM.36.g)	Name one person in the school or community who provides health support for others (PHM.48.h)	Name people in the school or community who provide health support for others (PHM.KE.j)	Name people in the school and community who provide health support for others (HE.K-2.2.1)
		EMERGING	Attempt or complete basic hygiene practices with adult support (PHM.24.i)	Attempt hygiene routines independently (PHM.36.h)	Attend to personal health needs and ask for assistance when needed (PHM.48.i)	Manage routines, i.e. dressing self, using toilet alone, using utensils (PHM.KE.k)	Describe the benefits associated with personal cleanliness (HE.K-2.1.7)

Strand	Topic		End of Kindergarten Standards (CCSS, HCPSIII, and GLO)				
Health and Personal Care <i>[continued]</i>	Daily Living Skills <i>[continued]</i>	EMERGING	Attempt or complete basic hygiene practices with adult support (PHM.24.i)	Attempt hygiene routines independently (PHM.36.h)	Identify personal hygiene needs (e.g. “I need to go potty”) (PHM.48.k)	Identify and attend to personal hygiene needs (PHM.KE.l)	Describe how individuals can promote and protect their own health (HE.K-2.1.5)  Describe ways to help others promote and protect their own health (HE.K-2.7.1)
		EMERGING	Attempt or complete basic hygiene practices with adult support (PHM.24.i)	Attempt hygiene routines independently (PHM.36.h)	Attend to personal health needs and ask for assistance when needed (PHM.48.i)	Identify and attend to personal hygiene needs (PHM.KE.l)	Name a personal health goal and describe a plan to achieve it (HE.K-2.6.2)  Describe internal (e.g., one's own feelings, moods, curiosity, physical well-being) and external (e.g., family, school, media) factors that influence health behaviors (HE.K-2.4.1)
		EMERGING	Attempt or complete basic hygiene practices with adult support (PHM.24.i)	Attempt hygiene routines independently (PHM.36.h)	With adult assistance, wash hands when needed and cover mouth when coughing or sneezing (PHM.48.l)	With reminders, washes hands before eating, after toileting, after using tissues (PHM.KE.m)	Describe the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses (HE.K-2.1.8)
	Nutrition	EMERGING	EMERGING	Select from healthy food choices (PHM.36.i)	Identify healthy food choices (PHM.48.m)	Can explain that some foods help their bodies to grow and be healthy (PHM.KE.n)	Describe the benefits associated with a healthy diet (HE.K-2.1.3)
	Safe Practices	EMERGING	Cooperate with basic safety practices (PHM/GK.24.j)	Use basic safety practices (PHM/GK.36-48.j)	Use basic safety practices (PHM/GK.36-48.j)	Can articulate what to do in an emergency (call 911; fire procedures [evacuate, stop, drop, roll]) (PHM.KE.o)	Describe barriers and situations that are safe, risky, or harmful to self and others (HE.K-2.1.4)
					Identify helpful and harmful substances (PHM.48.o)	Recognize everyday dangers (stove, knives, matches, medicine) and follows rules regarding them (PHM.KE.p)	Describe helpful and harmful substances and their proper use (HE.K-2.1.6)
	Rules and Regulations	EMERGING	Cooperate with basic safety practices (PHM/GK.24.j)	Uses basic safety practices (PHM/GK.36-48.j)	Retell a rule or safety practice with adult assistance (PHM/GK.48.n)	Discuss examples of rules, fairness, personal responsibilities, and authority in their own experiences and in stories read to them (PHM/GK.KE.q)	Identify basic rules for safe participation in physical activities (PE.K-2.2.2)

## Domain 2: Social and Emotional Development

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months — KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Social Development	Interactions with Adults	Show preference for specific adults (PHM/SE.12.f)  Notice when parent or primary caregiver leaves (PHM/SE.12.g)	Seek out familiar adult when facing a challenging situation (PHM/SE.24.f)  Change focus and listen when adult is speaking to them (PHM/SE.24.g)	Initiate interactions with familiar and unfamiliar adults (PHM/SE.36.f)	With assistance, separates from significant adults without demonstrating a great deal of anxiety (SE.48.a)	Sometimes use appropriate social conventions in greetings, in introductions, and in conversations (SE.KE.a)	Use greetings, leave-takings, and simple courtesy expressions (WL.IE.K.1.1)
	Interactions with Peers	Make sounds when other children are in view (SE.12.c)  Reach out to touch peer's face, hair, or other body part (SE.12.d)  Smile at another infant or at self in mirror (SE.12.e)	Imitate actions of other children (SE.24.a)	Play near other children and uses similar materials or actions (SE.36.a)	Initiate interactions with other children or interacts when other children initiate (SE.48.b)	Observe and use appropriate ways of interacting in a group of 2 to 3 children (e.g. taking turns in talking, listening to peers, waiting until someone is finished, asking questions and waiting for an answer, gaining the floor in appropriate ways) (SE/LA.KE.b)	Use effective verbal and nonverbal communication (HE.K-2.5.1)
		EMERGING	Respond appropriately to others' expressions of wants (SE.24.b)	Interact with other children during play (SE.36.b)	Participate in small- and large-group activities (SE.48.c)  Make and maintain a friendship with at least one child (SE.48.d)	Use turn-taking in conversations and in play (SE.KE.c)  Shares materials, toys, and ideas during play (SE.KE.d)	Participate cooperatively and appropriately with others to achieve shared goals (KGLO #2.1)

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Social Development <i>[continued]</i>	Interactions with Peers <i>[continued]</i>	Repeat actions many times to cause a desired effect (SE.12.a)  React when someone is crying or upset (SE.12.b)	Experiment with effects of own actions on objects and people (SE.24.c)	Demonstrate concerns about the feelings of others (SE.36.c)	At times, recognize and name the feeling of self and others (SE.48.e)	Show respect and recognize the feelings of others and the causes of their reactions (SE.KE.e)	Show respect and recognize the feeling of others (KGLO #2.2)  Describe how to be a good friend and responsible family member (HE.K-2.5.4)
	Adaptive Social behavior	Responds to changes in adults voice or tone (SE.12.h)	Understand one word rules such as “no” or “stop” (SE.24.d)  Assert ownership (e.g., by saying “mine”) (SE.24.e)	Follow rules with teacher support (SE.36.d)	Follow routines and social rules in a group setting most of the time (SE.48.f)	Follow schedule and typical classroom routines (come when called, sit attentively at circle, participate in clean-up) (SE.KE.f)	Follows school and classroom rules (KGLO #2.3)  Uses school materials/tools properly (KGLO #6.1)
Emotional Development	Self-efficacy	Behave in consistent ways to elicit desired response (SE.12.i)	Begin to demonstrate need to complete tasks on his/her own (SE.24.h)	Demonstrate confidence in meeting own needs (SE.36.e)	Demonstrate confidence in own abilities (SE.48.g)	Show satisfaction in accomplishments (SE.KE.g)  Follow routines for care of own belongings and school supplies (SE.KE.h)	Sets goals (KGLO #1.4)  Organizes workplace and materials (KGLO #1.2)
	Self-control and Regulation	Begin to regulate emotions with adult assistance (SE.12.j)  Comforts self by clutching, sucking, or stroking when tired or stressed (SE.12.k)	Begin to express likes and dislikes (SE.24.i)  Begin to develop strategies to manage expression of feelings (SE.24.j)	Begin to regulate emotions (SE.36.f)	Regulate own emotions and behavior most of the time (SE.48.h)	Regulate emotions and begin to show self-control in handling frustration and disappointment (SE.KE.i)	Describe personal stressors and ways to deal with stressful situations (HE.K-2.3.1)
	Emotional Expression	Express emotion related to basic needs (e.g. cry when distressed, laugh when happy, shake head “no” when presented something they do not like) (SE.12.l)	Express emotion related to a problem or conflict (SE.24.k)  Show a range of emotions including fear, surprise, happiness, and contentment (SE.24.l)	Begin to label feelings (SE.36.g)	Regulate own emotions and behavior most of the time (SE.48.h)	Express emotions through socially appropriate actions and words (SE.KE.j)  Communicate personal experiences or interests (SE.KE.k)  Recognize and describe own feelings (SE.KE.l)	Describe appropriate ways to express feelings (HE.K-2.1.1)

### Domain 3: Approaches to Learning

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Learning Approaches	Initiative and Creativity	Use senses to explore the immediate environment (AL/LA.12.a)	Explore the environment in close proximity to and in constant sight of caregiver (AL/LA.24.a)  Show interest in new activities and experiences (AL/LA.24.g)	Explore the environment independently but seek occasional approval from near-by adults (AL/LA.36.a)  Try new activities or experiences with adult encouragement (AL/LA.36.b)	Try new activities and experiences independently (AL/LA.48.a)	Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	Works independently and asks for help when needed (KGLO #1.1)
	Persistence and Attentiveness	Pay attention and try to reproduce pleasurable effects and outcomes (AL.12.b)	Repeat difficult tasks or activities many times to achieve mastery (AL.24.b)	Show confidence and pleasure in the completion of a task or activity (AL.36.c)	Plan and pursue a variety of challenging tasks (AL.48-KE.b)	Plan and pursue a variety of challenging tasks (AL.48-KE.b)	Strives to complete work neatly and correctly (KGLO #4.1)  Sets and strives toward learning goals (KGLO #4.2)
		Pay attention to sights and sounds (AL.12-24.c)	Pay attention to sights and sounds (AL.12-24.c)	Begin to show persistence in a variety of tasks (AL.36.d)	With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)	Sustain work on age-appropriate, interesting tasks, can ignore most distractions and interruptions (AL.KE.c)	Makes productive use of class time (KGLO #1.3)
	Problem Solving	React to a problem (AL/LA.12.d)	Use single object in different ways (AL/LA.24.d)	Use materials in new ways to accomplish task (AL/LA.36.e)	Solve problems without having to try every possibility (AL/LA.48.d)	Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)	Solves problems in different ways (KGLO #3.3)  Makes good choices (KGLO #2.4)



Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months — KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Learning Approaches <i>[continued]</i>	Reflection and Interpretation	Show comfort in routines or experience that mirrors home experiences (AL/LA.12.e)	Prefer routines and activities that mirror home routines (AL/LA.24.e)	Recognize specific activities that are home or school functions (AL/LA.36.f))	Retell experiences in order, providing details (AL/LA.48-KE.e)	Retell experiences in order, providing details (AL/LA.48-KE.e)	Uses prior knowledge and experiences to solve problems (KGLO #3.1)
		EMERGING	Relate objects and people to events (AL/LA.24.f)	With adult support, recall the sequence of personal routines or events (AL/LA.36.g)	Recall past experiences in new situations (AL/LA.48.f)	Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	Explains answers and make adjustments (KGLO #3.2)
	Effective and Ethical Use of Technology	EMERGING	EMERGING	EMERGING	With assistance, begins to locate information on identified topics using resources provided by teacher (AL.48-KE.g)	With assistance, locate information on identified topics using resources provided by teacher (AL.48-KE.g)	Uses various technologies to find information (KGLO #6.2)
		EMERGING	EMERGING	Engage in tactile experiences creating letters and other forms (AL/LA.36.h)	Create letters and other forms using various materials (AL/LA.48.h)	Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	Uses various technologies to create new products (KGLO #6.3)
		EMERGING	EMERGING	EMERGING	EMERGING	Identify technology that can be used to gain information (AL.KE.i)	Explains how technology is used every day (KGLO #6.4)
		EMERGING	EMERGING	EMERGING	EMERGING	EMERGING	Uses technology in a responsible manner (KGLO #6.5)

## Domain 4: Cognition and General Knowledge

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Mathematics and Numeracy	Number Sense	EMERGING	Begin to imitate rote counting using some names of numbers, with errors in sequence (GK.24.b)	Verbally count to 5 (GK.36.b)	Verbally count to 10 (GK.48.a)	Verbally count to 20 by ones (GK.KE.a)	Count to 100 by ones and by tens. (K.CC.1)
		EMERGING	EMERGING	Show an understanding of number concepts (i.e. one/two; more/less) (GK.36.c)	Recite numbers in the correct order and understand that numbers come “before” or “after” one another (GK.48.b)	Demonstrate ability to count in sequence (GK.KE.b)	Count forward beginning from a given number within the known sequence (instead of having to begin at 1) (K.CC.2)
		EMERGING	EMERGING	Recognize and name a few numerals (GK.36.d)	Recognize and name written numerals to 5 (GK.48.c)	Recognize and name written numerals to 10 (GK.KE.c)	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects) (K.CC.3)  Compare two numbers between 1 and 10 presented as written numerals (K.CC.7)
		EMERGING	EMERGING	EMERGING	Demonstrate an understanding of one-to-one correspondence (GK.48.d)	Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d)	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. (K.CC.4)

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Mathematics and Numeracy <i>[continued]</i>	Number Sense <i>[continued]</i>	EMERGING	Begin to use number concepts (e.g. "I want more") (GK.24.c)	Show an understanding of number concepts (i.e. one/two; more/less) (GK.36.c)	Recognize and name the number of items in a small set (up to 5 objects) (GK.48.e)	Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (K.CC.5)
		EMERGING	Demonstrate an awareness of simple patterns (GK.24.d)	Recognize simple patterns (GK.36.e)	Recognize and duplicate simple patterns (GK.48.f)	Recognize, create, and repeat simple patterns (GK.KE.f)	See notes <sup>1</sup>
	Operations	EMERGING	EMERGING	EMERGING	EMERGING	Use a range of strategies, such as counting, subtracting, or matching to compare quantity in two sets of objects and describes the comparison with terms such as more, less, greater than, fewer, or equal to (GK.KE.g)	Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations (K.OA.1) Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.) (K.CC.6)
		EMERGING	Begin to use number concepts (e.g. "I want more") (GK.24.c)	Show an understanding of number concepts (i.e. one/two; more/less) (GK.36.c)	Recognize and name the number of items in a small set (up to 5 objects) (GK.48.e)	Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.2)
							Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ). (K.OA.3)
							For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (K.OA.4)
							Fluently add and subtract within 5. (K.OA.5)

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Mathematics and Numeracy <i>[continued]</i>	Operations <i>[continued]</i>						Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.1)
	Measurement and Data	EMERGING	EMERGING	Identify characteristics for comparison (e.g., size, color, shape) (GK.36.f)	Understand the purpose of standard measuring tools (GK.48.g)	Recognize the attributes of length, area, weight, and capacity of everyday objects and use appropriate vocabulary (e.g. long, short, light, big, small, wide, narrow) (GK.KE.h)	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.1)
		EMERGING	Make simple comparison between two objects (GK.24.e)	Order a few objects by size with assistance (GK.36.g)	Order objects according to one attribute: length, weight, capacity, or area (GK.48.h)	Compare the attributes of length and weight for 2 objects including: larger/shorter/same length; heavier/lighter/same, holds more, less, same (GK.KE.i)	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (K.MD.2)
		EMERGING	Show an interest in matching and sorting according to color, size, or shape (GK.24.f)	Match and sort according to one attribute: color, size, or shape (GK.36.h)	Sort objects into subgroups by one or two characteristics (GK.48.i)	Sort, classify, and serialize (puts in a pattern) objects using attributes, such as color, shape, or size (GK.KE.j)	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) (K.MD.3)
	Geometry	EMERGING	Move body in different directions, such as up, down, around or under (GK.24.g)	Imitate basic directionality with adults and peers (GK.36.i)	Follow basic directionality with adults and peers (GK.48.j)	Use positional words to describe an object's location (e.g., up, down, above, under, inside, outside) (GK.KE.k)	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.1)

Strand	Topic	Birth 12 months	12 24 months	24 36 months	36 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Science	Scientific and Engineering Practices	Place objects in mouth to discover their characteristics (GK.12.a)	Use the senses as tools with which to observe (GK.24.k)	Use the senses as tools with which to observe and describe (GK.36.m)	Use the sense as tools with which to observe, describe, and classify (GK.48.m)	Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships (GK.KE.n)	Use the senses to make observations (SC.K.1.1)
					With adult assistance, discuss changes in materials or objects observed (GK.48.o)	Make predictions about changes in materials or objects based on past experience (GK.KE.o)	Collect data about living and non-living things (SC.K.1.3)
		EMERGING	Ask questions without seeking answers (GK.24.l)	Ask questions and may seek answers (GK.36.n)	Asks questions and seek answers about the world around them (GK.48.p)	Ask and seek out answers to questions about objects and events with the assistance of interested adults (GK.KE.p)	Ask questions about the world around them (SC.K.1.2)
	Physical Science	Place objects in mouth to discover their characteristics (GK.12.a)	Explore the characteristics of objects (GK.24.m)	Identify differences in the properties of some objects or materials (GK.36.o)	Make comparisons among objects that have been observed (GK.48.q)	Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) (GK.KE.r)	Classify objects by their attributes (e.g., physical properties, materials of which they are made) (SC.K.6.1)
		EMERGING	Move objects in more than one way (GK.24.n)	Use words to describe when moving objects in different ways (GK.36.p)	Explore and with adult assistance describe various actions that can change an object's motion such as pulling, pushing, twisting, rolling, and throwing (GK.48.r)	Explore and describe various actions that can change an object's motion such as pulling, pushing, twisting, rolling, and throwing (GK.KE.s)	Identify that objects will fall to the ground unless something is holding them up (SC.K.7.1)

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Science <i>[continued]</i>	Life Sciences	Show interest in the natural world (GK.12.b)	Differentiate between animal and plant (GK.24.o)	Begin to understand the difference between living and non-living things (GK.36.q)	Identify the physical properties of some living and non-living things (GK.48.s)	Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.t)  Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u)	Identify differences between living and non-living things (SC.K.4.1)  Identify similarities and differences between plants and animals (SC.K.3.1)
		Recognize self and family members (GK.12.c)	Distinguish between adult and baby (GK.24.p)	Identify adults and their offspring (GK.36.r)  Name some common animals and their babies (GK.36.s)	Notice similarities and differences between animals and their offspring (GK.48.t)	Observe and describe ways in which many plants and animals resemble their parents (GK.KE.v)	Identify ways in which some offspring are very much like their parents, although not exactly (SC.K.5.1)
	Earth's Place in the Universe	EMERGING	Observe weather conditions (GK.24.q)	Notice weather change (GK.36.t)	Identify the characteristics of weather based on first-hand observations using related vocabulary (GK.48.u)	Describe and anticipate weather changes (GK.KE.w)	Report and describe weather changes from day to day and over the seasons (SC.K.8.1)
		EMERGING	Differentiate between night and day (GK.24.r)  Point to or label sky, sun, cloud, star, moon (GK.24.s)	Identify the sky's different characteristics during night and day (GK.36.u)  Notice differences in cloud patterns (GK.36.v)	Describe the effects of the sun or sunlight (GK.48.v)	Name any celestial object seen in the day or night sky (GK.KE.x)	Identify different types of celestial objects seen in the day and night sky (SC.K.8.2)
	Engineering, Technology, and Applications of Science	Place objects in mouth to discover their characteristics (GK.12.a)	Explore the characteristics of objects (GK.24.m)	Use simple tools to continue exploration (GK.36.w)	Identify and use simple tools to extend observations (GK.48.w)	Recognize, with assistance, examples of technologies (e.g., knife, pencil, computer, pencil sharpener, refrigerator) at home or in the classroom (GK.KE.y)	Identify different types of technologies at home, in the classroom, and/or in the world (SC.K.2.1)

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Social Studies	History	EMERGING	Respond to changes in routines or schedule (GK.24.t)	State periods of day when events occur (GK.36.x)	Discuss and identify the order of daily routines (GK.48.x)  Use time phrases and tense selection appropriately (e.g. today, yesterday, tomorrow, later, etc.) (GK.48.y)	Recognize calendars and simple timelines (GK.KE.z)	Explain change and continuity over time, using calendars and simple timelines (SS.K.1.1)
							Describe historically significant events and observances in American history (SS.K.3.1)
	Geography	EMERGING	EMERGING	Follow a pathway or roadway on a large car mat (GK.36.y)	Construct a roadway or path out of blocks or other building materials (GK.48.z)	Construct and describe simple maps of their classroom or home (GK.KE.aa)	Identify location and physical characteristics represented on maps and globes (e.g., land, water, roads, cities) (SS.K.7.1)
							Use terms to describe relative location (i.e. above/below, near/far, left/right, and cardinal directions) (SS.K.7.2)
	Economics	Make basic needs known (e.g. cries when hungry, etc.) (GK.12.f)	Name some basic needs with single words (e.g. “milk”, “Mama”, etc.) (GK.24.u)	Recognize that others have basic needs (e.g. offers a cookie, or a hug, etc.) (GK.36.z)  Name self in pictures (GK.36.aa)	Identify some basic needs and how to meet them (e.g. “When I’m thirsty I get a drink”, etc.) (GK.48.bb)	Identify people's basic needs and explain how they fulfill them (GK.KE.dd)	Explain people’s basic needs and how they fulfill them (SS.K.8.1)

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Social Studies <i>[continued]</i>	Economics <i>[continued]</i>	EMERGING	EMERGING	Recognize that money is needed to purchase materials (GK.36.bb)  Identify that businesses provide goods or services (GK.36.cc)	Pretend to be a buyer or seller (GK.48-KE.cc)  Identify that adults go to work to earn money (GK.48.dd)	Identify buyers and sellers (GK.KE.ee)  Pretend to be a buyer or seller (GK.48-KE.cc)  Identify one or two workers and their jobs in the community (GK.KE.ff)	Differentiate buyers (e.g., a parent or caregiver) and sellers (e.g., a storeowner or other producer) (SS.K.8.2)  Identifies various workers and their jobs in the community (CTE.K.2.2)
	Government/ Political Science	EMERGING	Cooperate with basic safety practices (PHM/GK.24.j)	Use basic safety practices (PHM/GK.36-48.j)	Retell a rule or safety practice with adult assistance (PHM/GK.48.n)  Use basic safety practices (PHM/GK.36-48.j))	Discuss examples of rules, fairness, personal responsibilities, and authority in their own experiences and in stories read to them (PHM/GK.KE.q)	Identify rules that apply in different settings and the results from complying or not complying with these rules (SS.K.4.1)
							Describe his or her rights and demonstrate responsibilities of self in classroom, school, and neighborhood settings (SS.K.5.1)  Demonstrate ways to improve the quality of life in own school or community (SS.K.5.2)
Community and Culture	Community	Become aware of self (GK.12.g)  Respond to name (GK.12.h)	Repeat activities through trial and error and look at adult for acknowledgement of success (GK.24.v)  Accomplish a new task and clap for self (GK.24.w)	Have knowledge of own characteristics (such as name, gender, age, physical traits and family roles (GK.36.dd)  Name self in pictures (GK.36.aa)	Relate own identification information (GK.48.ee)	Use self-identifying information (e.g. name, age, etc.) in situations outside the classroom (GK.KE.gg)	Explain that current learning relates to life outside the classroom (CTE.K.2.1)



Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months — KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Community and Culture	Culture	Recognize simple differences between people (GK.12.i)	Enjoy poems, stories, and songs about a variety of people and cultures (GK.24.x)	With teacher support, begin to develop awareness, knowledge, and appreciation of own culture (GK.36.ee)	Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	Explain how and why people from different cultures observe different holidays/celebrations (SS.K.6.1)
Creative Arts Expression and Representation	Visual	EMERGING	EMERGING	Tell about own art products (GK.36.ff)	Describe color and shape in artwork (GK.48.gg)	Describe texture, color, and shape in artwork (GK.KE.ii)	Use developmentally appropriate art vocabulary (FA.K.1.1)  Explain the concept that all artwork is meant to be appreciated and some artwork is also meant to be useful (FA.K.1.5)
		Explore art tools and materials (GK.12.j)	Use basic art materials to create an age appropriate product (GK.24.y)	With adult assistance, use a variety of tools and materials to create new products (GK.36.gg)	Use a variety of tools and materials to create new products (GK.48.hh)	Explore a variety of age-appropriate materials and media to create two and three-dimensional artwork (GK.KE.jj)	Use developmentally appropriate art media, tools and processes (FA.K.1.2)
		Gaze at paintings, pictures, or photographs with interest (GK.12.k)	Show interest in others' work or products (GK.24.z)	With adult assistance, comment on characteristics of others' work (GK.36.hh)	Comment on characteristics of others' work (GK.48.ii)	Express an opinion about a work of art (GK.KE.kk)	Explain preferences for particular works of art (FA.K.1.4)
			Make scribbles or marks (GK/LA.24.aa)	Create age appropriate representations of real objects and concepts in artwork (GK.36.ii)	Name the feelings that own artwork is intended to express (GK.48.jj)	Explore how color can convey mood and emotion (GK.KE.ll)	Create art that expresses feelings about a familiar subject (FA.K.1.3)
	Musical	Imitate new sounds and movements (GK.12.l)	Show pleasure and excitement when exposed to music (GK.24.bb)  Use instruments to create sound (GK.24.cc)	Use instruments to create sound and rhythm (GK.36.jj)	Use instruments to create rhythm and sound imitating adults (GK.48.mm)	Play instruments using different beats, tempos, dynamics, and interpretation (G.KE.mm)	Use an instrument to maintain a steady beat using quarter notes and quarter rests (FA.K.2.3)
		Respond to music (GK.12.m)	Show pleasure and excitement when exposed to music (GK.24.bb)	Sing songs in recognizable ways (GK.36-48.kk)	Sing songs in recognizable ways (GK.36-48.kk)	Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn)	Use singing voice to echo short melodic patterns in appropriate range (FA.K.2.1)

Strand	Topic	Birth 12 months	12 24 months	24 36 months	36 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Creative Arts Expression and Representation <i>[continued]</i>	Musical <i>[continued]</i>	Imitate new sounds and movements (GK.12.n)	Show pleasure and excitement when exposed to music (GK.24.bb)	Sing songs in recognizable ways (GK.36-48.kk)	Sing songs imitating adults (GK.48.nn)	Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo)	Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow (FA.K.2.2)
		Respond to music (GK.12.m)	Show pleasure and excitement when exposed to music (GK.24.bb)	Sing songs in recognizable ways (GK.36-48.kk)	Sing songs imitating adults (GK.48.nn)	Identify one source of music that can be heard in daily life (GK.KE.pp)	Identify various sources of music that can be heard in daily life and their purpose (FA.K.2.4)
	Movement	Emerging	Show interest in moving body in different ways (GK.24.dd)	Use body and energy to move in different ways (GK.36-48.ll)	Use body and energy to move in different ways (GK.36-48.ll)	Use body, energy, space, and time to move in a few different ways (GK.KE.qq)	Use body, energy, space, and time to move in different ways (FA.K.4.1)
			Act out real behaviors during play using objects for intended purpose (GK.24.ee)	Begin to take on roles of familiar people, animals, or characters (GK.36.mm)	Engage in play that has a story line (GK.48.oo)	Express self freely through movement (GK.KE.rr)	Use movement to respond to a variety of stimuli, such as observed dance, words, sounds and songs (FA.K.4.3)
		Recognize simple differences between people (GK.12.i)	Act out real behaviors during play using objects for intended purpose (GK.24.ee)	Begin to take on roles of familiar people, animals, or characters (GK.36.mm)	Engage in play that has a story line (GK.48.oo)	Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss)	Create movements that represent ideas, person, and places (FA.K.4.2)
			Show interest in moving body in different ways (GK.24.dd)	Continue to experiment with different ways of moving (e.g. walks across room; marches; etc.) (PHM/GK.36.a)	Move imitating adults (GK.48.pp)	Use body, energy, space, and time to move in a few different ways (GK.KE.qq)	Perform a folk/traditional dance from another culture (FA.K.4.4)  Perform imitative movements (FA.K.3.1)
	Dramatic Expression	Recognize simple differences between people (GK.12.i)	Enjoy poems, stories, and songs about a variety of people and cultures (GK.24.x)	With teacher support, begin to develop awareness, knowledge, and appreciation of own culture (GK.36.ee)	Show awareness, knowledge, and appreciation of own culture (GK.48.ff)	Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)	Demonstrate how cultures have used dramatic play to express human experience (FA.K.3.3)
		EMERGING	Respond to audience's appreciation of actions (GK.24.ff)	Seek an audience for one's actions (GK.36.nn)	Listen to storytellers and watch puppet shows (GK.48.qq)	Develop audience skills by observing performances or artists at work in various aspects of the Arts (GK.KE.tt)	Explain how theatrical performances often cause emotional reactions (FA.K.3.2)





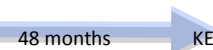
## Domain 5: English Language Arts and Literacy

Strand	Topic	Birth 12 months	12 24 months	24 36 months	36 48 months	48 months KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Reading Literature	Key Ideas and Details	Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	Point to pictures or objects in books when asked (LA.24.b)	Contribute language from the book at the appropriate time (LA.36.c)	Ask and answer questions about essential narrative elements (LA.48.a)	Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	With prompting and support, ask and answer questions about key details in a text (K.RL.1)
		EMERGING	EMERGING	With prompting and support, retell an event from a story (LA.36.d)	With prompting and support, retell a simple story in sequence with picture support or using props (LA.48.b)	With prompting and support, retell a simple story in sequence (LA.KE.g)	With prompting and support, retell familiar stories, including key details. (K.RL.2)
		EMERGING	Point to a character when named in a story (LA.24.c)	Identify a character or recall an event in a story (LA.36.f)	Identify characters and recall an event in a story (LA.48.c)	Identify characters and recall major events in a story (LA.KE.i)	With prompting and support, identify characters, settings, and major events in a story. (K.RL.3)
	Craft and Structure	Show an interest in the speech of others (LA.12.c)	Point to pictures or objects in books when asked (LA.24.b)	Contribute language from the book at the appropriate time (LA.36.c)	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	Ask and answer questions about unknown words in a text. (K.RL.4)
		EMERGING	EMERGING	EMERGING	EMERGING	Begin to demonstrate an understanding of the differences between fantasy (make-believe) and reality (LA.KE.k)	Recognize common types of texts (e.g., storybooks, poems). (K.RL.5)
		EMERGING	EMERGING	Recognize pictures of familiar characters in book (LA.36.i)	Recognize books written by the same author or illustrator (LA.48.i)	Know some features of a book (title, author, illustrator) (LA.KE.l)	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (K.RL.6)
	Integration of Knowledge and Ideas	Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	Point to pictures or objects in books when asked (LA.24.b)	Pretend to read a familiar book (LA.36.j)	Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (K.RL.7)

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSSIII, and GLO)
Reading Literature <i>[continued]</i>	Integration of Knowledge and Ideas <i>[continued]</i>	Show an interest in the speech of others (LA.12.c)	Point to pictures or objects in books when asked (LA.24.b)	Contribute language from the book at the appropriate time (LA.36.c)	Ask and answer questions about essential narrative elements (LA.48.a)	Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.n)	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (K.RL.9)
	Range of Reading and Level of Text Complexity	Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	Point to pictures or objects in books when asked (LA.24.b)	Contribute language from the book at the appropriate time (LA.36.c)	Ask and answer questions about essential narrative elements (LA.48.a)	Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.n)	Actively engage in group reading activities with purpose and understanding. (K.RL.10)
Reading Informational	Key Ideas and Details	Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	Point to pictures or objects in books when asked (LA.24.b)	Contribute language from the book at the appropriate time (LA.36.c)	Ask and answer questions about essential elements (LA.48.a)	Identify factual information and events during conversations with adult (LA.KE.o)	With prompting and support, ask and answer questions about key details in a text. (K.RI.1)
							With prompting and support, identify the main topic and retell key details of a text. (K.RI.2)
							With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3)
	Craft and Structure	Show an interest in the speech of others (LA.12.c)	Point to pictures or objects in books when asked (LA.24.b)	Contribute language from the book at the appropriate time (LA.36.c)	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	With prompting and support, ask and answer questions about unknown words in a text. (K.RI.4)
		EMERGING	EMERGING	Request familiar or favorite books (LA.36.k)	Recognize books with common subject matter (LA.48.k)	Know some features of a book (title, author, illustrator) (LA.KE.l)	Identify the front cover, back cover, and title page of a book (K.RI.5)
							Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (K.RI.6)
	Integration of Knowledge and Ideas	Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	Point to pictures or objects in books when asked (LA.24.b)	Pretend to read a familiar book (LA.36.j)	Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (K.RI.7)
		Show an interest in the speech of others (LA.12.c)	Point to pictures or objects in books when asked (LA.24.b)	Contribute language from the book at the appropriate time (LA.36.c)	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	With prompting and support, identify the reasons an author gives to support points in a text. (K.RI.8)


Strand	Topic	Birth 12 months	12 24 months	24 36 months	36 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Reading Informational [continued]	Integration of Knowledge and Ideas [continued]	EMERGING	Relate objects and people to events (AL/LA.24.f)	With adult support, recall the sequence of personal routines or events (AL/LA.36.g)	Recall the sequence of personal routines or events (LA.48.l)	Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (K.RI.9)
	Range of Reading and Level of Text Complexity	EMERGING	Select a favorite book to read (LA.24.h)	Make an “I like” statement about a favorite book or story (LA.36.l)	Sit and listen to an engaging story from beginning to end (LA.48.m)	Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud (LA.KE.p)	Actively engage in group reading activities with purpose and understanding. (K.RI.10)
Reading Foundational	Print Concepts	EMERGING	Show interest in books or photos (LA.24.i)	Demonstrate book handling skills (LA.36.m)	Handle books respectfully and appropriately, holding them right-side up and turning pages one at a time from front to back (LA.48.n)	Practice tracking from top to bottom and left to right with scaffolding (LA.KE.q) Identify parts of a book (e.g. front cover, back cover, spine, etc.) (LA.KE.r)	a. Follow words from left to right, top to bottom, and page-by-page. (K.RF.1)
		EMERGING	EMERGING	EMERGING	Identify the sounds of a few letters (LA.48.o)	Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) (LA.KE.s)	b. Recognize that spoken words are represented in written language by specific sequences of letters. (K.RF.1)
		EMERGING	EMERGING	EMERGING	EMERGING	With guidance and support, segment words in a simple sentence by clapping and naming number of words in a sentence (LA.KE.t)	c. Understand that words are separated by spaces in print. (K.RF.1)
		EMERGING	EMERGING	Recognize and name a few letters (LA.36.n)	Recognize and name 10 letters (LA.48.p)	Recognize and name 10 upper and lower case letters (LA.KE.u)	d. Recognize and name all upper- and lowercase letters of the alphabet. (K.RF.1)


Strand	Topic	 Birth12 months1224 months2436 months3648 months48 monthsKE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)					
Reading Foundational <i>[continued]</i>	Phonological Awareness	EMERGING	Show interest in rhyming words (LA.24.j)	Sing along with rhyming songs (LA.36.o)	Recognize rhyming words (LA..48.q)	With adult support, generate rhyming words (LA.KE.v)	a. Recognize and produce rhyming words. (K.RF.2)	
		EMERGING	EMERGING	EMERGING	Hear and show awareness of separate words in sentences (LA.48.r)	Clap out the syllables in own name (LA.KE.w)	b. Count, pronounce, blend, and segment syllables in spoken words. (K.RF.2)	
		EMERGING	EMERGING	Sing along with songs that have words with repeating initial sounds (LA.36.p)	Recognize when words share initial sound (e.g., /b/ as in Bob, ball, baby, boat) (LA.48.s)	With guidance and support, match the initial sound of spoken words (LA.KE.x)	c. Blend and segment onsets and rimes of single-syllable spoken words (K.RF.2)	
							d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(This does not include CVCs ending with /l/, /r/,or /x/.) (K.RF.2)	
	Phonics and Word Recognition	EMERGING	EMERGING	EMERGING	Recognize when words share initial sound (e.g., /b/ as in Bob, ball, baby, boat) (LA.48.s)	Associate 3 or more letters with their sounds (LA.KE.y)	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (K.RF.2)	
							a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (K.RF.3)	
		EMERGING	EMERGING	EMERGING	EMERGING	EMERGING	EMERGING	b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (K.RF.3)
								c. Read common high-frequency words by sight. (e.g., the. of. to, you, she. my, is, are. do, does) (K.RF.3)
	EMERGING	EMERGING	EMERGING	EMERGING	EMERGING	EMERGING	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K.RF.3)	
Fluency	Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast (LA.12.b)	Point to pictures or objects in books when asked (LA.24.b)	Pretend to read a familiar book (LA.36.j)	Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)	Pretend to read, using intonation and matching the text with the appropriate illustrations (LA.KE.m)	Read emergent-reader texts with purpose and understanding. (K.RF.4)		


Strand	Topic	 Birth 12 months	 12 24 months	 24 36 months	 36 48 months	 48 months KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Writing	Text Types and Purposes	EMERGING	EMERGING	Notice details in an illustration or picture (LA.36.q)	Add detail to drawings and other products with simple descriptive words, symbols, scribbles or letter-like forms (LA.48.v)	Add detail to drawings and other products with simple descriptive words, letters or letter forms (LA.KE.bb)	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...) (K.W.1)
		EMERGING	Recognize people, objects, and animals in pictures (LA.24.l)	Recognize and label people, objects, and animals in pictures (LA.36.r)	Sometimes labels after creating drawing, construction, movement, or dramatization (LA.48.w)	Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)
			Make simple statements about people or things not present (LA.24.m)	Tell simple stories about people or things not present (LA.36.s)	Tell stories that refer to other times and places with some details (LA.48.x)	Tell detailed stories that refer to other times and places (LA.KE.dd)	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.3)
			Make scribbles or marks (GK/LA.24.aa)	Make controlled linear scribbles (LA.36.t)	Write some letters and letter-like forms (LA.48.y)	Begin to use sound spelling (e.g. use initial sound of word to write word; write several sounds heard in word) (LA.KE.ee)	

Strand	Topic	Birth — 12 months	12 — 24 months	24 — 36 months	36 — 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Writing <i>[continued]</i>	Production and Distribution of Writing	React to a problem (AL/LA.12.d)	Use single object in different ways (AL/LA.24.d)	Use materials in new ways to accomplish task (AL/LA.36.e)	Solve problems without having to try every possibility (AL/LA.48.d)	Begin to think problems through, considering several possibilities and analyzing results (LA.KA.KE.d)	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed (K.W.5)
		EMERGING	EMERGING	Engage in tactile experiences creating letters and other forms (AL/LA.36.h)	Create letters and other forms using various materials (AL/LA.48.h)	Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers (K.W.6)
	Research to Build and Present Knowledge	Use senses to explore the immediate environment (AL/LA.12.a)	Explore the environment in close proximity to and in constant sight of caregiver (AL/LA.24.a)	Explore the environment independently but seek occasional approval from near-by adults (AL/LA.36.a)	Try new activities and experiences independently (AL/LA.48.a)	Show eagerness to learn about a variety of topics and ideas (LA/LA.KE.a)	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) (K.W.7)
		Show comfort in routines or experience that mirrors home experiences (AL/LA.12.e)	Relate objects and people to events (AL/LA.24.f)  Prefer routines and activities that mirror home routines (AL/LA.24.e)	With adult support, recall the sequence of personal routines or events (AL/LA.36.g)  Recognize specific activities that are home or school functions (AL/LA.36.f)	Recall past experiences in new situations (AL/LA.48.f)  Retell experiences in order, providing details (AL/LA.48-KE.e)	Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)  Recall 3 or 4 items removed from view (LA.KE.ff)	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (K.W.8)



Strand	Topic		End of Kindergarten Standards (CCSS, HCPSIII, and GLO)				
Speaking and Listening	Comprehension and Collaboration	Respond to repeated words or phrases (LA.12.f)	Focus attention on speaker and attempt to imitate speech (LA.24.n)	Initiate and engage in brief conversations with peers and adults (LA.36.u)  Begin to use appropriate skills when communicating (LA.36.v)	With adult support, listen and respond attentively to conversations (e.g. engaging in at least 3 exchanges, pose questions and listen to the ideas of others, share experiences when asked) (LA.48.z)  With adult support, observe and use appropriate ways of interacting in a group (e.g. taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer) (LA.48.aa)	Listen and respond attentively to conversations (e.g. engaging in at least 3 exchanges, pose questions and listen to the ideas of others, share experiences when asked) (LA.KE.gg)  Observe and use appropriate ways of interacting in a group 2 to 3 children (e.g. taking turns in talking, listening to peers, waiting until someone is finished, asking questions and waiting for an answer, gaining the floor in appropriate ways) (SE/LA.KE.b)	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)  b. Continue a conversation through multiple exchanges (K.SL.1)
		Show an interest in the speech of others (LA.12.c)	Point to pictures or objects in books when asked (LA.24.b)	Contribute language from the book at the appropriate time (LA.36.c)	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood (K.SL.2)

Strand	Topic		End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Speaking and Listening	Comprehension and Collaboration	<p>Use senses to explore the immediate environment (AL/LA.12.a)</p> <p>Explore the environment in close proximity to and in constant sight of caregiver (AL/LA.24.a)</p> <p>Show interest in new activities and experiences (AL/LA.24.g)</p> <p>Explore the environment independently but seek occasional approval from near-by adults (AL/LA.36.a)</p> <p>Try new activities or experiences with adult encouragement (AL/LA.36.b)</p> <p>Try new activities and experiences independently (AL/LA.48.a)</p> <p>Shows eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)</p>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood (K.SL.3)
	Presentation of Knowledge and Ideas	<p>Show comfort in routines or experience that mirrors home experiences (AL/LA.12.e)</p> <p>Prefer routines and activities that mirror home routines (AL/LA.24.e)</p> <p>Recognize specific activities that are home or school functions (AL/LA.36.f)</p> <p>Retell experiences in order, providing details (AL/LA.48-KE.e)</p> <p>Retell experiences in order, providing details (AL/LA.48-KE.e)</p> <p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (K.SL.4)</p>	
		<p>EMERGING</p> <p>Recognize people, objects, and animals in pictures (LA.24.l)</p> <p>Recognize and label people, objects, and animals in pictures (LA.36.r)</p> <p>Sometimes label after creating drawing, construction, movement, or dramatization (LA.48.w)</p> <p>Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail (K.SL.5)</p>	
		<p>Communicate with gestures, babbles, or making word-like sounds (LA.12.g)</p> <p>Use 2-word combinations to communicate (LA.24.o)</p> <p>Share experiences using simple 2-3 word combinations (LA.36.w)</p> <p>Are understood by most adults (LA.48.bb)</p> <p>Are understood by most adults and peers (LA.KE.hh)</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly (K.SL.6)</p>	
		<p>Speak to be understood by a familiar adult (LA.36.x)</p>	

Strand	Topic		End of Kindergarten Standards (CCSS, HCPsIII, and GLO)				
Language	Conventions of Standard English	<p>EMERGING</p>	<p>Use one- or two-word phrases (LA.24.p)</p> <p>Make scribbles or marks (GK/LA.24.aa)</p>	<p>Use three- to four-word sentences (may omit some words) (LA.36.y)</p> <p>Make controlled linear scribbles (LA.36.t)</p>	<p>Use complete four- to six- word sentences (LA.48.cc)</p> <p>Write some letters and letter-like forms (LA.48.y)</p>	<p>When speaking:</p> <p>Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary) (LA.KE.ii)</p> <p>Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) (LA.KE.jj)</p> <p>Begins to use sound spelling (e.g. use initial sound of word to write word; write several sounds heard in word) (LA.KE.ee)</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>a. Print many upper- and lowercase letters</p> <p>b. Use frequently occurring nouns and verbs</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</p> <p>f. Produce and expand complete sentences in shared language activities (K.L.1)</p>
		<p>EMERGING</p>	<p>Recognize people, objects, and animals in pictures (LA.24.l)</p>	<p>Recognize and label people, objects, and animals in pictures (LA.36.r)</p>	<p>Sometimes label after creating drawing, construction, movement, or dramatization (LA.48.w)</p>	<p>Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I</p> <p>b. Recognize and name end punctuation</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes)</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships (K.L.2)</p>

Strand	Topic	Birth 12 months	12 24 months	24 36 months	36 48 months	48 months → KE	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Language <i>[continued]</i>	Vocabulary Acquisition and Use	Communicate with gestures, babbles, or making word-like sounds (LA.12.g)	Name familiar people, animals and objects (LA.24.k)	Use some personal pronouns (LA.36.z)	Describe and tell the use of familiar items (LA.48.dd)	Describe and tell the use of many familiar items (LA.KE.kk)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck) b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word (K.L.4)
		Show an interest in the speech of others (LA.12.c)	Show an awareness of word relationships when matching and sorting objects by color, size, or shape (LA.24.q)	With guidance and support, begin to explore word relationships by matching and sorting according to color, size, or shape (LA.36.aa)	With guidance and support, use word relationships to sort objects into subgroups by one or two characteristics (LA.48.ee)	With guidance and support, use word relationships to sort, classify, and serialize (puts in a pattern) objects using attributes, such as color, shape, or size (LA.KE.ii)	With guidance and support from adults, explore word relationships and nuances in word meanings a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)
		Show comfort in routines or experience that mirrors home experiences (AL/LA.12.e)	Point to pictures or objects in books when asked (LA.24.b)	Contribute language from the book at the appropriate time (LA.36.c)	Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)	Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)	d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings (K.L.5)
			Prefer routines and activities that mirror home routines (AL/LA.24.e)	Recognize specific activities that are home or school functions (AL/LA.36.f)	Retell experiences in order, providing details (AL/LA.48-KE.e)	Recall 3 or 4 items removed from view (LA.KE.ff)	
		Communicate with gestures, babbles, or making word-like sounds (LA.12.g)	Name familiar people, animals and objects (LA.24.k.)	Use some personal pronouns (LA.36.z)	Describe and tell the use of familiar items (LA.48.dd)	Describe and tell the use of many familiar items (LA.KE.kk)	Use words and phrases through conversation, reading, being read to, responding to texts (K.L.6)

<sup>i</sup> Common Core State Standards does not require reporting the progress of this topic for kindergarten.