



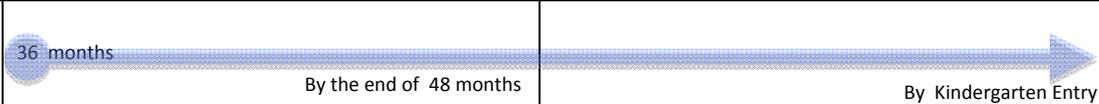
***Framework and Continuum from 36 months to End of Kindergarten***

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
		Emotional Expression
Approaches to Learning (AL)	Learning Approaches	Initiative and Creativity
		Persistence and Attentiveness
		Problem Solving
		Reflection and Interpretation
		Effective and Ethical Technology
Cognition and General Knowledge (GK)	Mathematics and Numeracy	Number Sense
		Operations
		Measurement and Data
		Geometry
	Science	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
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

4/23/2013

Strand	Topic	36 months	By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
					
Motor Development	Gross Motor Skills	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)	Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops, starts again, skips) (PHM.KE.a)	Use basic loco motor skills in initial (immature) form alone, with a partner, and in small groups (PE.K-2.1.1)	
		Throw/Kick ball with flexible body movements (PHM.48.b)	Throw/Kick/Catch ball with a full range of motion and control (PHM.KE.b)	Use basic non-loco motor skills in initial (immature) form alone, with a partner, and in small groups (PE.K-2.1.2)	
		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	Refine wrist and finger movements for more control (e.g. pours without spilling; buttons, zips, buckles; turns knobs; etc.) (PHM.48.d)	Use small, precise finger and hand movements (e.g. string small beads; cuts small pictures; uses small Legos) (PHM.KE.d)	Use basic manipulative skills in initial (immature) form alone, with a pattern, and in small groups (PE.K-2.1.3)	
		Hold writing/drawing tools with a three-point finger grip (PHM.48.f)	Has more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e)		
Physical Development	Physical Exercise	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)	
			Name a social or emotional benefit of participating in physical activities (PHM.KE.h)	Explain the benefits associated with exercise (HE.K-2.1.2)	
			Participate in physical activities (PHM.KE.i)	Describe the social and emotional benefits of participating in physical activities (PE.K-2.3.2)	
			Participate regularly in physical activities (PE.K-2.3.1)		
Health and Personal Care	Daily Living Skills	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)	
		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)	
		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	36 months	By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Health and Personal Care <i>[continued]</i>	Daily Living Skills <i>[continued]</i>	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)
		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)
		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	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	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	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	36 months	By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Social Development	Interactions with Adults	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	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)	
		Participate in small- and large-group activities (SE.48.c)	Use turn-taking in conversations and in play (SE.KE.c)	Participate cooperatively and appropriately with others to achieve shared goals (KGLO #2.1)	
		Make and maintain a friendship with at least one child (SE.48.d)	Shares materials, toys, and ideas during play (SE.KE.d)		
	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	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	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	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	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	36 months	By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSSIII, and GLO)
Learning Approaches	Initiative and Creativity	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	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)	
		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)	Sets and strives toward learning goals (KGLO #4.2)	
	Problem Solving	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)	Makes productive use of class time (KGLO #1.3)	
Effective and Ethical Use of Technology	Reflection and Interpretation	Retell experiences in order, providing details (AL/LA.48-KE.e)	Retell experiences in order, providing details (AL/LA.48-KE.e)	Solves problems in different ways (KGLO #3.3)	
		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)	Makes good choices (KGLO #2.4)	
	Effective and Ethical Use of Technology	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)	Solves problems in different ways (KGLO #3.3)	
		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)	Makes good choices (KGLO #2.4)	
		EMERGING	Identify technology that can be used to gain information (AL.KE.i)	Uses prior knowledge and experiences to solve problems (KGLO #3.1)	
		EMERGING	EMERGING	Explains answers and make adjustments (KGLO #3.2)	
		EMERGING	EMERGING	Uses various technologies to find information (KGLO #6.2)	
EMERGING	EMERGING	Uses various technologies to create new products (KGLO #6.3)			
EMERGING	EMERGING	Explains how technology is used every day (KGLO #6.4)			
EMERGING	EMERGING	Uses technology in a responsible manner (KGLO #6.5)			

Domain 4: Cognition and General Knowledge

Strand	Topic	36 months By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Mathematics and Numeracy	Number Sense	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)
		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)
		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)
		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)
		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)
		Recognize and duplicate simple patterns	Recognize, create, and repeat simple patterns	See notes <sup>1</sup>

	(GK.48.f)	(GK.KE.f)	
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Strand	Topic	36 months By the end of 48 months	Entry By Kindergarten	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Mathematics and Numeracy <i>[continued]</i>	Operations	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)
		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) 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)
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Strand	Topic	36 months	By the end of 48 months	By Kindergarten	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
		months	Entry		
Mathematics and Numeracy <i>[continued]</i>	Measurement and Data	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)	
		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)	
		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	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)	
		Identify common geometric shapes (e.g., circle, square, rectangle, triangle) (GK.48.k)	Recognize and name common shapes, their parts, and attributes (GK.KE.l)	Correctly name shapes regardless of their orientations or overall size. (K.G.2)	
				Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). (K.G.3)	
				Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (K.G.4)	
		With adult assistance, create & represent 3-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials such as play-dough, popsicle sticks, blocks, pipe	Create & represent 3-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials such as play-dough, popsicle sticks, blocks, pipe cleaners, pattern blocks)	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.5)	
				Compose simple shapes to form larger shapes. For example, "can you join these two triangles	

		cleaners, pattern blocks) (GK.48.l)	(GK.KE.m)	with full sides touching to make a rectangle?" (K.G.6)
Strand	Topic	36 months By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Science	Scientific and Engineering Practices	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)	Use the senses to make observations (SC.K.1.1) Collect data about living and non-living things (SC.K.1.3)
		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	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)
		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)
	Life Sciences	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)
		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	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)
		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	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	36 months By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Social Studies	History	Discuss and identify the order of daily routines (GK.48.x)	Recognize calendars and simple timelines (GK.KE.z)	Explain change and continuity over time, using calendars and simple timelines (SS.K.1.1)
		Use time phrases and tense selection appropriately (e.g. today, yesterday, tomorrow, later, etc.) (GK.48.y)		Describe historically significant events and observances in American history (SS.K.3.1)
	Geography	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)
		Respond appropriately to moving body in directional ways (GK.48.aa)	Engage in activities that build understanding of words for locations and direction (GK.KE.bb)	Use terms to describe relative location (i.e. above/below, near/far, left/right, and cardinal directions) (SS.K.7.2)
	Economics	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)
		Pretend to be a buyer or seller (GK.48-KE.cc)	Identify buyers and sellers (GK.KE.ee)	Differentiate buyers (e.g., a parent or caregiver) and sellers (e.g., a storeowner or other producer) (SS.K.8.2)
		Identify that adults go to work to earn money (GK.48.dd)	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)	Identifies various workers and their jobs in the community (CTE.K.2.2)
	Government/ Political Science	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 rules that apply in different settings and the results from complying or not complying with these rules (SS.K.4.1)
		Use basic safety practices (PHM/GK.36-48.j))		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	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)
	Culture	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)

Strand	Topic	36 months	By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Creative Arts Expression and Representation	Visual	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)
		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)	
		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)	
		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	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)	
		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)	
		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)	
		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	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)	
			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)	
		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)	
		Move imitating adults (GK.48.pp)	Use body, energy, space, and time to move in a few different	Perform a folk/traditional dance from another culture (FA.K.4.4)	

			ways (GK.KE.qq)	Perform imitative movements (FA.K.3.1)
Strand	Topic	36 months By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Creative Arts Expression and Representation <i>[continued]</i>	Dramatic Expression	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)
		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

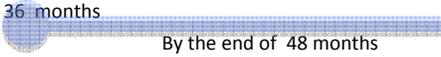
Reading Literature	Key Ideas and Details	Ask and answer questions about essential narrative elements (LA.48.a)	Identify story-related problems, events, and resolutions during conversations with adult (LA.KE.c)	With prompting and support, ask and answer questions about key details in a text (K.RL.1)
		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)
		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	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	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)
		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	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)
		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, compare and contrast the adventures and experiences of characters in familiar stories. (K.RL.9)

Strand	Topic	36 months By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)	
Reading Literature <i>[continued]</i>	Range of Reading and Level of Text Complexity	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)	Actively engage in group reading activities with purpose and understanding. (K.RL.10)	
Reading Informational	Key Ideas and Details	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	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)
			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	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)	
		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)	
	Reading Informational <i>[continued]</i>	Integration of Knowledge and Ideas <i>[continued]</i>	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	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)

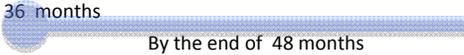
Strand	Topic	36 months	By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Reading Foundational	Print Concepts	Handle books respectfully and appropriately, holding them right-side up and turning pages one at a time from front to back (LA.48.n)	Practice 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)
		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	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)
		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)
	Phonological Awareness	Recognize rhyming words (LA.48.q)	With adult support, generate rhyming words (LA.KE.v)		a. Recognize and produce rhyming words. (K.RF.2)
		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)
		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) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (K.RF.2)
	Phonics and Word Recognition	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)		a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (K.RF.3)
		EMERGING	EMERGING		b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (K.RF.3)
		Identify own name in print (LA.48.t)	Identify some letters in own name (LA.KE.z)  Recognize and "read" familiar words or		c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does) (K.RF.3)

		Recognize symbols and logos in the environment (LA.48.u)	environmental print (LA.KE.aa)	
Strand	Topic	36 months By the end of 48 months	By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Reading Foundational <i>[continued]</i>	Phonics and Word Recognition <i>[continued]</i>	EMERGING	EMERGING	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K.RF.3)
	Fluency	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)
Writing	Text Types and Purposes	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)
		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)
		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)
	Production and Distribution of Writing	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)	
		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)	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed (K.W.5)
	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)	

	<p>Research to Build and Present Knowledge</p>	<p>Try new activities and experiences independently (AL/LA.48.a)</p> <p>Recall past experiences in new situations (AL/LA.48.f)</p> <p>Retell experiences in order, providing details (AL/LA.48-KE.e)</p>	<p>Show eagerness to learn about a variety of topics and ideas (LA/LA.KE.a)</p> <p>Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)</p> <p>Recall 3 or 4 items removed from view (LA.KE.ff)</p>	<p>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)</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (K.W.8)</p>
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Strand	Topic	 <p>36 months By the end of 48 months</p>	 <p>Entry By Kindergarten</p>	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Speaking and Listening	Comprehension and Collaboration	<p>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)</p> <p>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)</p>	<p>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)</p> <p>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)</p>	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)</p> <p>b. Continue a conversation through multiple exchanges (K.SL.1)</p>
		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)
		Try new activities and experiences independently (AL/LA.48.a)	Shows eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)	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	Retell experiences in order, providing details (AL/LA/48-KE.e)	Retell experiences in order, providing details (AL/LA.48-KE.e)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (K.SL.4)
		Sometimes label 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)	Add drawings or other visual displays to descriptions as desired to provide additional detail (K.SL.5)
		Are understood by most adults (LA.48.bb)	Are understood by most adults and peers (LA.KE.hh)	Speak audibly and express thoughts, feelings, and ideas clearly (K.SL.6)

Strand	Topic	36 months By the end of 48 months	 By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Language	Conventions of Standard English	<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: se 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> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters</li> <li>Use frequently occurring nouns and verbs</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where. when, why, how)</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</li> <li>Produce and expand complete sentences in shared language activities (K.L.1)</li> </ol>
		<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> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I</li> <li>Recognize and name end punctuation</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes)</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships (K.L.2)</li> </ol>

Strand	Topic	 36 months By the end of 48 months	 By Kindergarten Entry	End of Kindergarten Standards (CCSS, HCPSIII, and GLO)
Language <i>[continued]</i>	Vocabulary Acquisition and Use	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)
		With guidance and support, use word relationships to sort objects into subgroups by one or two characteristics (LA.48.ee)  Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)  Retell experiences in order, providing details (AL/LA.48-KE.e)	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)  Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)  Recall 3 or 4 items removed from view (LA.KE.ff)	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) 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)
		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.