

Domain	Strand	Code	Standard (yellow) Essential Skill and Knowledge	Learning Assessment Learning Progress
Social Foundations (SF)	Social Emotional (1)	SF.1.1	Recognize and identify emotions of self and others.	Awareness and Expression of Emotion
		SF.1.1.A	Recognize and identify own emotions and the emotions of others.	
		SF.1.1.B	Express, understand, and respond to feelings (emotions) of self and others.	
		SF.1.1.C	Express concern for the needs of others and people in distress.	
		SF.1.2	Look to adults for emotional support and guidance.	Relationships with Adults
		SF.1.2.A	Separate from familiar adults in a familiar setting with minimal distress.	
		SF.1.2.B	Seek security and support from familiar adults in anticipation of challenging situations.	
		SF.1.2.C	Request and accept guidance from familiar adults.	
		SF.1.3	Demonstrate ability to resolve conflicts with others.	Conflict Resolution
		SF.1.3.A	Seek adult help when solving interpersonal conflicts.	
		SF.1.3.B	With modeling and support, negotiate to resolve social conflicts with peers.	
	Approaches to Learning / Executive Functioning (2)	SF.2.1	Manage the expression of feelings, thoughts, impulses, and behaviors.	Self Control
		SF.2.1.A	Refrain from demonstrating disruptive or defiant behaviors.	
		SF.2.1.B	Demonstrate appropriate use of own materials or belongings and those of others.	
		SF.2.1.C	Demonstrate the ability to delay gratification for short periods of time.	Persistence
		SF.2.2	Demonstrate the ability to persist with a task.	
		SF.2.2.A	Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress.	
		SF.2.2.B	Focus on an activity with deliberate concentration despite distractions and/or temptations.	Working Memory
		SF.2.3	Demonstrate the ability to retain and apply information.	
		SF.2.3.A	Follow routines and multi-step directions.	
		SF.2.3.B	Remember and use information for a variety of purposes, with modeling and support.	
		SF.2.3.C	Use prior knowledge and information to assess, inform, and plan for future actions and learning.	Problem Solving
		SF.2.4	Demonstrate the ability to solve problems.	
		SF.2.4.A	Solve everyday problems based upon past experience.	
		SF.2.4.B	Solve problems by planning and carrying out a sequence of actions.	
		SF.2.4.C	Seek more than one solution to a question, problem, or task.	Initiative
		SF.2.4.D	Explain reasoning for the solution selected.	
		SF.2.5	Seek and gather new information to plan for projects and activities.	
		SF.2.5.A	Express a desire to learn by asking questions and seeking new information.	
		SF.2.5.B	Demonstrate independence in learning by planning and initiating projects.	Cooperation with Peers
		SF.2.5.C	Seek new and varied experiences and challenges (take risks).	
		SF.2.5.D	Demonstrate self-direction while participating in a range of activities and routines.	
		SF.2.6	Demonstrate cooperative behavior in interactions with others.	
		SF.2.6.A	Play or work with others cooperatively.	Story/Text Comprehension
		SF.2.6.B	Interact with peers in complex pretend play, including planning, coordination of roles, and cooperation.	
		SF.2.6.C	Demonstrate socially competent behavior with peers.	
		SF.2.6.D	Share materials and equipment with other children, with adult modeling and support.	
Reading (1)		LL.1.1	Comprehend and respond to interactive read-alouds of literary and informational text.	Story/Text Comprehension
		LL.1.1.A	Before interactive read-alouds, make predictions and/or ask questions about the text by examining the title, cover, illustrations, and/or other text features.	
		LL.1.1.B	During interactive read-alouds, listen and ask and answer questions as appropriate.	
		LL.1.1.C	After interactive read-alouds, respond by retelling the text or part of the text in an appropriate sequence, using discussion, assessment, drawing and/or writing as appropriate.	
		LL.1.1.D	Identify the beginning, middle, and end of literary text.	
		LL.1.1.E	Identify the main topic of informational text.	Phonological Awareness
		LL.1.2	Demonstrate understanding of spoken words and sounds (phonemes).	
		LL.1.2.A	Identify initial and final sounds in spoken words.	
		LL.1.2.B	Identify, blend, and segment syllables in spoken words.	
		LL.1.2.C	Blend and segment onsets and rimes of single-syllable spoken words.	
		LL.1.2.D	Recognize rhyming words in spoken language.	

	Geometry (4)	MA.4.1.B	Use names of two-dimensional shapes (e.g., square; triangle; circle) when identifying objects.	Shapes
		MA.4.1.C	Distinguish examples and non-examples of various two- and three-dimensional shapes.	
		MA.4.1.D	Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder).	
Science (SC)	Processes / Life Science (1)	SC.1.1	Construct knowledge of life science through questioning and observation.	Inquiry and Observation
		SC.1.1.A	Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and testing their ideas.	
		SC.1.1.B	Use evidence from investigations to describe observable properties of a variety of objects.	
Social Studies (SS)	Government (1)	SS.1.1	Demonstrate understanding of rules and responsible behavior.	Responsible Behavior
		SS.1.1.A	Identify rules used at home and at school.	
		SS.1.1.B	Explain how rules promote order, safety, and fairness.	
	History (2)	SS.2.1	Demonstrate an understanding of past, present, and future in the context of daily experiences.	Events in the Context of Time
		SS.2.1.A	Describe the events of the day (things that have happened in the immediate past, that happen in the present, and that might happen in the future) using terms such as "morning"/"afternoon" and "night"/"day."	
		SS.2.1.B	Communicate about past events and anticipate what comes next during familiar routines and experiences.	
Physical Well-Being and Motor Development (PD)	Physical Education (1)	PD.1.1	Demonstrate the ability to use large muscles to perform a variety of physical skills.	Coordination—Large Motor
		PD.1.1.A	Show fundamental movement by demonstrating spatial concepts in movement patterns.	
		PD.1.1.B	Demonstrate locomotor skills with control, coordination, and balance during active play (e.g., running, hopping, jumping).	
		PD.1.1.C	Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	
		PD.1.1.D	Use non-locomotor skills with control, balance, and coordination during active play (e.g., bending, stretching, and twisting).	Coordination—Small Motor
		PD.1.2	Demonstrate the ability to use small muscles to perform fine motor skills in play and learning situations.	
		PD.1.2.A	Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements.	
		PD.1.2.B	Use classroom and household tools independently with eye-hand coordination to carry out activities.	
		PD.1.2.C	Use a three-finger grasp of dominant hand to hold a writing tool.	Safety and Injury Prevention
	Health (2)	PD.2.1	Demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living, in the home, school, and community.	
		PD.2.1.A	With modeling and support, identify and follow basic safety rules.	
		PD.2.1.B	Identify ways adults help to keep us safe.	
		PD.2.1.C	With modeling and support, identify the consequences of unsafe behavior.	
		PD.2.1.D	With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	
		PD.2.2	Demonstrate personal health and hygiene practices.	Personal Care Tasks
		PD.2.2.A	Independently complete personal care tasks (e.g., washing hands before eating and after toileting).	
		PD.2.2.B	Follow basic health practices (e.g., covering mouth/nose when coughing/sneezing).	
		PD.2.2.C	Demonstrate awareness of and respond to the characteristics of musical sounds through voice, body movements, and classroom instruments.	
Fine Arts (FA)	Music (1)	FA.1.1	Demonstrate awareness of and respond to the characteristics of musical sounds through voice, body movements, and classroom instruments.	Music
		FA.1.1.A	Listen and respond to repeated rhythmic patterns.	
		FA.1.1.B	Respond to changes heard in music: fast/slow, loud/soft, long/short, high /low.	
		FA.1.1.C	Sing songs that use the voice in a variety of ways.	
		FA.1.1.D	Demonstrate steady beat through singing, moving the body, or playing classroom instruments.	
		FA.1.1.E	Listen and respond to simple directions or verbal cues in singing games.	Visual Arts
	Visual Arts (2)	FA.2.1	Identify, describe, experiment with, and create images and forms from observation, memory, imagination, and feelings.	
		FA.2.1.A	Identify colors, lines, and shapes found in the environment and in works of art.	
		FA.2.1.B	Use colors, lines, and shapes to communicate ideas about the observed world.	
		FA.2.1.C	Explore and discuss how colors, lines, and shapes are used in artworks.	
		FA.2.1.D	Use colors, lines, and shapes to make artworks that express ideas and feelings.	Theater
	Theater (3)	FA.3.1	Use a variety of theatrical elements and conventions to demonstrate themes about life experiences, ideas, and feelings.	
		FA.3.1.A	Listen to and retells or performs nursery rhymes, finger plays, popular children's books/stories, and other media.	
		FA.3.1.B	Demonstrate themes and ideas about people and events through play.	
		FA.3.1.C	Create accompaniment to stories using natural and human-made sounds.	
	Dance	FA.4.1	Demonstrate knowledge of how elements of dance are used to communicate meaning.	Dance
		FA.4.1.A	Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings.	

	(4)	FA.4.1.B	Combine selected characteristics of the elements of dance, such as body parts and positions, shapes, levels, energy, fast	Dance
		FA.4.1.C	Reproduce movement demonstrated by the teacher.	

