Domain	Strand	Learning Progression	Skills, Knowledge, or Behaviors	Skills, Knowledge, or Behaviors Definition	ELDS Standard
Social Foundations	Social Emotional	Awareness and Expression of Emotion	Emotion Identification	Responds to emotions of others and expands to identifying emotions of self and others	**SE:** Recognize and identify own emotions and the emtions of others.
			Response to Distressed Peer	Shows distress or concern in response to a distressed peer, and expands to attempt to comfort peer	**SE**: Express concern for the needs of others and people in distress.
		Relationships with Adults	Separation from Familiar Adults	Seeks to maintain contact with familiar adults and separates from them with decreasing distress in familiar situations	**SE**: Express affection for familiar adults.
			Seeking Emotional Support	Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed	**SE**: **1.** Seek security and support from familiar adults in anticipation of challenging situations. **2.** Separates from familiar adults in familiar settings with minima; distress.
		Conflict Resolution	Conflict Resolution Strategies	Engages with peers and resolves conflicts with decreasing reliance on adult support	**SE**: **1.** With modeling and support, negotiate to resolve social conflicts with peers. **2.** Communicate in a range of emotions in a socially acceptable ways.
		Self Control	Self Control Strategies	Develops strategies to manage the expression of feelings and thoughts by regulating behavior with decreasing reliance on adult support	**SE**: Manage the expression of feelings, thoughts impulses and behaviors with minimal guidance from adults.
		Persistence	Persisting with Tasks	Demonstrates the ability to persist with a task for increasing lengths of time	**SE**: 1. Demonstrate the ability to delay gratification for short periods of time. **2.** Show confidence in own abilities and accomplish routine and familiar tasks independently. **ATL**: Carry out tasks, activities, projects or experiences from beginning to end.
		Working Memory	Following Directions	Follows adult lead by imitating actions and expands ability to follow increasingly complex directions	**Cog; Memory**: With modeling and support, remember and use information for a variety of purposes. **SE**: Request and accept guidance from familiar adults.
			Information Recall and Connection	Recalls and repeats familiar routines, simple activities, and past experiences of increasing complexity	**Cog; Memory**: **1**. Communicate about past events and anticipate what comes next during familiar routines and experiences. **2**. With modeling and support, remember and use information for a variety of purposes.
	Approaches to				

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	Learning / Executive Functioning	**Problem Solving**	Using Logic	Uses logic to solve increasingly complex problems	**Cog; Reasoning/Problem Solving**: **1.** Demonstrate ability to solves everyday problems based upon past experience. **2.** Solve problems by planning and carrying out a sequence of actions. **ATL**: Use creative and flexible thinking to solve problems.
		Initiative	Interest	Shows interest in objects and engages in activities, and increasingly shares them with others	**ATL**: **1**. Ask questions to seek explanations about phenomena of interest. **2.** Demonstrate self-direction while participating in a range of activities and routines.
			Planning	Plans and initiates activities of increasing complexity	**ATL**: Develop, initiate and carry out simple plans to obtain a goal.
		Cooperation with Peers	Play/Work with Peers	Engages with peers with increasing coordination and cooperation	**SE**: Interact with peers in more complex pretend play including planning, coordination of roles and cooperation. **ATL**: Engages in inventive social play.
			Social Behaviors	Uses increasingly positive social behaviors when interacting with peers	**SE**: Demonstrate socially competent behavior with peers. **2.** Demonstrate regard for the feelings of other living things.
		Story/Text Comprehension	Respond to Questions About Text	Responds to increasingly complex questions about text	**L/L**: **1**. Ask and answer questions, and comment about characters and major events in familiar stories. **2.** Identify major characters and major events in a story.
			Retell a Text	Shows interest in books and expands ability to retelling parts of stories with gestures, words, or drawings	**L/L**: **1**. Show appreciation for reading books, telling stories and singing. **2.** Retell or re-enact familiar stories. **3.** With modeling and support, describe what part of the story the illustration depicts.
			Rhyming Words	Shows interest in rhymes and expands ability to identify and produce rhymes	**L/L**: With modeling and support, recognize and produce rhyming words.

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Language and Literacy	Reading	Phonological Awareness	Syllables/Onsets and Rimes/Phonemes	Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes	**L/L**: **1**. With modeling and support identify, blend and segment syllables in a spoken word. **2.** With modeling and support, blend and segment onset and rime in single syllable words.
			Initial/Final/Medial Sounds	Identifies initial sounds in spoken words, and expands ability to identify final and medial sounds	**L/L**: With modeling and support identify initial and final sounds in spoken words.
			Adding/Deleting/Substituting Sounds	Orally adds, deletes, and substitutes initial sounds in single syllable words to create new words, and expands ability to final and medial sounds	**L/L**: **1**. With modeling and support recognize and produce rhyming words. **2**. With modeling and support, blend and segment onset and rime in single-syllable words. **3**. With modeling and support identify initial and final sounds in spoken words.
		Phonics and Letter Recognition	Uppercase Letters	Identifies an increasing number of uppercase letters	**L/L**: With modeling and support , demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.
			Lowercase Letters	Identifies an increasing number of lowercase letters	**L/L**: With modeling and support , demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.
			Letters-Sounds	Identifies and produces an increasing number of the most frequent sounds that correspond to letters	**L/L**: With modeling and support, recognize the sounds associated with letters.
	Speaking and Listening	Communication	Purposes and Situations	Communicates increasingly complex thoughts and ideas for a variety of purposes in different situations	**L/L**: **1**. Demonstrate understanding of increaswingly complex concepts and longer sentences. **2**. Uses language tp communicate in a variety of ways with others to share observations, ideas, and experiences; problem-solve, reason, predict and seek new information.
			Name Recognition and Writing	Recognizes letters of own name and expands ability to recognize and write own name	**L/L**: With modeling and support,print letters of own name and other meaningful words with mock letters and some actual letters.

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	Writing	Emergent Writing	Writing to Convey Meaning	Conveys meaning through writing with increasing effectiveness	**L/L**: **1.**With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes. **2.** With modeling and support use a combination fo drawing, dictating and emergent writing to tell a story, to ecpress ideas and to share information about an experience or topic of interest.
	Language	Grammar	Sentences	Produces words, and expands ability to produce word phrases and increasingly complex sentences	**L/L**: **1**. Speak audibly and express thoughts, feelings and ideas clearly. **2**. Describe familiar people, places, things and experiences. **3**. With modeling and support, use the convnetions of standard English; produce and expand complete snetneces in shared language activities.
			Questions	Produces questions through changes in pitch and expands ability to include manipulating of sentence structure	**L/L**: **1**. Ask meaning of words. **2**. With modeling and support, use the conventions of standard English; understand and use question words.
			Prepositions	Uses an increasing number of prepositions	**L/L**: With modeling and support use the conventions of standard English; use frequently occurring prepositions
			Inflections	Adds inflections of increasing complexity to appropriate words	**L/L**: **1**. With modeling and support, follow typical patterns when communicating with others. **2**. With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious predictable texts.
			Word Meanings	Understands and communicates an increasing number of words	**L/L**: With modeling and support, use words acquireed through conversation and shared reading experiences.

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		Vocabulary	Word Relationships	Understands associations between new and familiar words, and expands ability to understand verbs with similar meaning, and multiple meanings for the same word	**L/L**: **1**. With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. **2**. With modeling and support explore the relationships between word meanings.

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Mathematics	Counting and Cardinality	Number Sense	Number Words	Demonstrates knowledge of number words and expands ability to reciting number words in sequence	M: 1. Identify and name numerals 1-9. 2. Count to 20 by ones with increasing accuracy.
			Object Counting	Demonstrates ability to count an increasing number of objects using one-to-one correspondence	**M**: Demonstrate 1:1 correspondence when counting objects up to 10.
			Number Concepts	Demonstrates increasing knowledge of concepts related to a counting sequence	**M**: Count to 20 by ones with increasing accuracy.
			Subitizing	Demonstrates ability to recognize and name an increasing number of objects in a group without having to count	**M**: Identify without counting quanitities of up to 3 items.
			Numeral Identification/Writing	Identifies and writes an increasing number of numerals	**M**: Demonstrate one-to-one correspondence when counting objects up to 10.
	Operations and Algebraic Thinking	Number Operations	Addition Problems	Solves increasingly complex addition problems	**M**: Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.
			Subtraction Problems	Solves increasingly complex subtraction problems	**M**: Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.
			Decomposing Numbers	Decomposes amounts in increasingly complex ways	**M**: **1**. Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects. **2**. Describe and compare objects using measurable attributes
			Completing a Set	Finds and identifies the amount needed to complete sets of increasing size	**M**: Demonstrate 1:1 correspondence when counting objects up to 10.
	Measurement and Data	Classification	Sorting and Classifying	Sorts and classifies objects by an increasing number of attributes	**M**: Sort and classify objects by one or more attributes.
			Comparing and Describing	Compares numbers of objects in groups and expands ability to describe similarities and differences within and across groups	**M**: Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group.

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		Measurement	Identifying/Comparing/Measuring	Identifies and compares objects by one measureable attribute and expands ability to multiple attributes	**M**: **1**. Describe and compare objects using measurable attirbutes. **2**. Order objects by measurable attribute.
	Geometry	Shapes	Two-Dimensional Shapes	Explores two-dimensional shapes and expands ability to match, identify, and describe two-dimensional shapes	**M**: Compare 2-D shapes in different sizes ans orientations, using informal language.
			Three-Dimensional Shapes	Identifies three-dimensional shapes and expands ability to describe three-dimensional shapes	**M:** Name 3-D objects using informal, descriptive vocabulary.
			Combining Shapes	Combines simple shapes to create pictures and expands ability to combine shapes to form new shapes	**M**: **1.** Create shapes during play by building, drawing, etc**. 2.** Combine simple shapes to form larger shapes.
Science	Skills and Processes / Life Science	Inquiry and Observation	Explore, Examine, and Investigate	Explores objects and people and expands ability to gather and communicate information about them	**S**: **1**. Explore objects, materials and events in the environment. **2**. Make careful observations. **3**. Engage in simple investigations. **4**. Record observations using words, pcitures, charts, graphs… **5**. Use simple tools to extend investigation. **6**. Make predictions. **7**. Make inferences, generalizations and explanations based on evidence.
Social Studies	Government	Responsible Behavior	Rules at Home and School	Responds to adult requests/expectations and expands ability to understand the reasons for them	**SS**: **1**. With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness. **2**. With modeling and support, demonstrate an awareness of the outcomes of choices.
	History	Events in the Context of Time	Past, Present, and Future	Shows awareness of steps in familiar routines and expands ability to describe series of events	**SS**: **1**. Demonstrate an understanding of time in the context of daily expreiences. **2**. Develop and awareness of his/her personal history.
		Coordination–Large Motor	Locomotor Skills	Moves whole body with increasing control, coordination, and balance	**PWBMD:** Demonstrate locomotor skills with control, corrdination and balance during active play.
			Non-Locomotor Skills	Moves body parts with increasing control, coordination, and balance	**PWBMD**: Use non-locomotor skills skills with control, corrdination and balance during active play.

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Physical Well-Being and Motor Development	Physical Education	Coordination–Small Motor	Spatial Awareness	Uses objects with increasing awareness and coordination of the body	PWBMD: Demonstrate spatial awareness in physical activity and movement.
			Tool and Object Manipulation	Manipulates tools or objects using hands with increasing coordination and control	PWBMD: 1. Coordinate the use of hands, fingers and wrists to maniputlate objects and perform tasks requiring precise movements. 2. Use classroom and household tolls independently with eye-hand coordination to carry out activities.
			Writing Tool Grasp	Manipulates writing and drawing tools with increasingly efficient grasp	PWBMD: 1. Coordinate the use of hands, fingers and wrists to maniputlate objects and perform tasks requiring precise movements. 2. Use a 3-finger grasp of dominant hand to hold a writing tool.
	Health	Safety and Injury Prevention	Safe and Unsafe Behaviors	Identifies safe and unsafe behaviors in increasingly complex situations	PWBMD: 1. With modeling and support, identify and follow basic safety rules. 2. With modeling and support, identify the consequences of unsafe behavior.
			Safety Rules	Follows safety rules with decreasing reliance on adult direction	PWBMD: 1. With modeling and support, identify and follow basic safety rules. 2. With modeling and support, demonstrate ability to follow emergency routines. 3. With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.
			Ways Adults Help Keep Children Safe	Understands ways that parents and teachers help keep children safe and expands understanding to other adults	PWBMD: Indentify ways adults help to keep us safe.
		Personal Care Tasks	Personal Care and Basic Health	Performs an increasing number of personal care tasks and basic health practices with decreasing reliance on adult support	PWBMD: 1. Independently complete presonal care tasks. 2. Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.

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Music	Music		Rhythm	Repeats rhythmic patterns with decreasing reliance on adult support and expands ability to create them	**Cog/Creativity**: **1**. Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.
			Response to Change	Recognizes familiar musical sounds and increases ability to respond to changes in music	**Cog/Creativity**: **1**. Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.
			Singing	Responds to familiar songs and expands ability to repeat and create songs	**Cog/Creativity**: **1**. Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.
			Playing Rhythm Instruments	Uses instruments to follow increasingly complex musical patterns	**Cog/Creativity**: **1**. Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.
			Following Directions and Cues	Follows directions or actions during increasingly complex singing games	**Cog/Creativity**: **1**. Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.

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Fine Arts	Visual Arts	Visual Arts	Colors, Shapes, and Lines	Explores and identifies an increasing number of colors, shapes, and lines	**Cog/Creativity**: **1**. Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.
			Drawing	Makes scribbles, and expands ability to create increasingly complex drawings	**Cog/Creativity**: **1**. Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.
	Theater	Theater	Dramatizing Stories	Uses gestures and words to communicate familiar stories and expands ability to create new stories	**Cog/Creativity**: **1**. Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.
			Engaging in Dramatic Play	Engages in increasingly complex games or social play with adults and peers	**Cog/Creativity**: **1**. Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.
			Contributing to Original Ideas	Imitates adult's actions, gestures, sounds of story dramatization and expands ability to adding original ideas	Cog/Creativity: 1. Use imagination and creativity to interact with objects and materials. 2. Use creativity and flexible thinking to solve problems. 3. Express individuality, life experiences and what they know and are able to do through a variety of media. 4. Express interest in and show appreciation for the creative work of others.

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	Dance	Dance	Movement through Space	Moves body or parts of body to rhythmic sounds with increasing complexity and coordination	**Cog/Creativity: 1**. Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.
			Body Movements and Shapes	Dances with increasingly complex body movements	**Cog/Creativity**: **1.** Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.
			Spatial Relationship to Others	Dances with others in increasingly coordinated and complex ways	**Cog/Creativity: 1**. Use imagination and creativity to interact with objects and materials. **2**. Use creativity and flexible thinking to solve problems. **3**. Express individuality, life experiences and what they know and are able to do through a variety of media. **4**. Express interest in and show appreciation for the creative work of others.

OH OPTIONAL