



THE HIGHSCOPE
curriculum

AND

COR *Advantage*®

**2016 Oregon Early Learning
and Kindergarten Guidelines**

**Kindergarten
2026 HighScope Alignment**

ALIGNMENT



Oregon's Early Learning and Kindergarten Guidelines

COR Advantage Items

HighScope Early Learning Goals (ELGs) — Preschool

Approaches to Learning		
EMOTIONAL AND BEHAVIORAL SELF-REGULATION		
Goal 1: Child manages emotions with increasing independence. Begins to manage less intense emotions, such as mild frustration, independently. May require a trusted adult's support to manage more intense emotions. Age 3	9. Emotions; 10. Empathy	SE 2.1.2 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships
Goal 1: Child manages emotions with increasing independence. Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. May still look to a trusted adult for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults. Age 4–5/Not Yet in Kindergarten	9. Emotions; 10. Empathy	SE 2.1.2 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships
Goal 1: Child manages emotions with increasing independence. Expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs. Often looks for adult assistance when emotions are most intense. With the support of an adult, uses a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths. By Entry to Kindergarten	9. Emotions; 10. Empathy	SE 2.1.2 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships
Goal 1: Child manages emotions with increasing independence. Often expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs. Checks in with an adult when emotions are most intense. With the occasional support of an adult and/or peer, is able to use a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths. By End of Kindergarten	9. Emotions; 10. Empathy	SE 2.1.2 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships

Goal 2: Child follows rules and routines with increasing independence. With trusted adult support, seeks out new information and explores new play and tasks. Age 3	1. Initiative; 5. Use of resources	AL 1.1.1 Initiative & Planning; S 6.1.1 Scientific Inquiry
Goal 2: Child follows rules and routines with increasing independence. With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions. Age 4–5/Not Yet in Kindergarten	3. Engagement	AL 1.2.1 Engagement & Persistence; AL 1.2.2 Engagement & Persistence
Goal 2: Child follows rules and routines with increasing independence. Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more. Often engages in purposeful play for extended periods of time. With minimal support, attends to an adult during large- and small-group activities. By Entry to Kindergarten	3. Engagement; 43. Pretend play	AL 1.2.1 Engagement & Persistence; AL 1.2.2 Engagement & Persistence
Goal 2: Child follows rules and routines with increasing independence. Maintains focus on activities for extended periods of time. Engages in purposeful play for extended periods of time. Independently attends to an adult during large- and small-group activities. By End of Kindergarten	3. Engagement; 43. Pretend play	AL 1.2.1 Engagement & Persistence; AL 1.2.2 Engagement & Persistence
Goal 3: Child persists in tasks. With or without trusted adult support, persists on preferred tasks when presented with small challenges, such as continuing to try to build a tall tower with blocks even when some pieces fall. Age 3	3. Engagement; 4. Problem solving	AL 1.2.2 Engagement & Persistence; AL 1.3.1 Problem Solving & Reflection
Goal 3: Child persists in tasks. Frequently persists on preferred tasks. With or without the support of a trusted adult, sometimes persists on less-preferred activities, such as working to clean up an activity area. Age 4–5/Not Yet in Kindergarten	3. Engagement; 4. Problem solving	AL 1.2.1 Engagement & Persistence; AL 1.2.2 Engagement & Persistence

Goal 3: Child persists in tasks. With encouragement from an adult, expresses the desire to take on challenges through verbal or nonverbal means. Shows some understanding that mistakes can provide information to learn from. Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child. Sometimes returns with focus to an activity or project after having been away from it. By Entry to Kindergarten	3. Engagement; 6. Reflection	AL 1.2.2 Engagement & Persistence; AL 1.3.2 Problem Solving & Reflection
Goal 3: Child persists in tasks. Takes on challenges through verbal or nonverbal means. Demonstrates understanding that mistakes can provide information to learn from. Often completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child. Often returns focus to an activity or project after having been away from it. By End of Kindergarten.	3. Engagement; 6. Reflection	AL 1.2.2 Engagement & Persistence; AL 1.3.2 Problem Solving & Reflection
Goal 4: Child holds information in mind and manipulates it to perform tasks. With the support of a trusted adult or peer, holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks. Age 3		
Goal 4: Child holds information in mind and manipulates it to perform tasks. Holds an increasing amount of information in mind in order to successfully complete tasks. Age 4–5/Not Yet in Kindergarten		

Goal 4: Child holds information in mind and manipulates it to perform tasks. Often accurately recounts recent experiences in the correct order and includes relevant details. Often successfully follows detailed, multistep directions, sometimes with reminders. Often remembers actions to go with stories or songs shortly after being taught. By Entry to Kindergarten	21. Comprehension; 3. Engagement	LL 4.1.2 Language & Communication; AL 1.2.1 Engagement & Persistence
Goal 4: Child holds information in mind and manipulates it to perform tasks. Consistently and accurately recounts recent experiences in the correct order and includes relevant details. Successfully follows detailed, multistep directions, sometimes with few reminders. Consistently remembers actions to go with stories or songs shortly after being taught. By End of Kindergarten.	21. Comprehension; 3. Engagement	LL 4.1.2 Language & Communication; AL 1.2.1 Engagement & Persistence
Goal 5: Child demonstrates flexibility in thinking and learning. Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by a trusted adult, such as trying a new way to climb a structure when the first attempt does not work. Age 3	4. Problem solving; 15. Conflict resolution	AL 1.3.1 Problem Solving & Reflection; SE 2.2.3 Social-Awareness and Relationships
Goal 5: Child demonstrates flexibility in thinking and learning. Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to a trusted adult's suggestions to show flexibility in approaching tasks or solving problems, such as choosing a different toy when many children want to use the same one. Age 4–5/Not Yet in Kindergarten	4. Problem solving; 15. Conflict resolution	AL 1.3.1 Problem Solving & Reflection; SE 2.2.3 Social-Awareness and Relationships
Goal 5: Child demonstrates flexibility in thinking and learning. Tries different strategies to complete work or solve problems, including problems with other children. Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. Often transitions between activities without getting upset. By Entry to Kindergarten	4. Problem solving; 15. Conflict resolution	AL 1.3.1 Problem Solving & Reflection; SE 2.2.3 Social-Awareness and Relationships

Goal 5: Child demonstrates flexibility in thinking and learning. Often tries different strategies to complete work or solve problems, including problems with other children. Engages in cooperative and collaborative tasks, activities, and projects. Consistently applies different rules in contexts that require different behaviors. Usually transitions between activities without getting upset. By End of Kindergarten.	4. Problem solving; 11. Community	AL 1.3.1 Problem Solving & Reflection; SE 2.2.3 Social-Awareness and Relationships
INITIATIVE AND CURIOSITY		
Goal 1: Child demonstrates initiative and independence. Regularly shows initiative, particularly in interactions with trusted adult. Without adult prompting, works independently for a brief length of time. Age 3	1. Initiative; 2. Planning	AL 1.1.1 Initiative & Planning; AL 1.1.2 Initiative & Planning
Goal 1: Child demonstrates initiative and independence. Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time. Age 4–5/Not Yet in Kindergarten.	1. Initiative; 2. Planning	AL 1.1.1 Initiative & Planning; AL 1.1.2 Initiative & Planning
Goal 1: Child demonstrates initiative and independence. Often engages in independent activities. Makes choices and usually communicates these to adults and other children. Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity. Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted. By Entry to Kindergarten	1. Initiative; 2. Planning	AL 1.1.1 Initiative & Planning; AL 1.1.2 Initiative & Planning
Goal 1: Child demonstrates initiative and independence. Engages in independent activities. Makes choices and effectively communicates these to adults and other children. Independently identifies and seeks supplies to complete activities or tasks. Plans a variety of play scenarios, including establishing roles for peers. By End of Kindergarten.	1. Initiative; 2. Planning	AL 1.1.1 Initiative & Planning; AL 1.1.2 Initiative & Planning

Goal 2: Child shows interest in and curiosity about the world around them. With trusted adult support, seeks out new information and explores new play and tasks. Age 3	1. Initiative; 5. Use of resources	AL 1.1.1 Initiative & Planning; S 6.1.1 Scientific Inquiry
Goal 2: Child shows interest in and curiosity about the world around them. Independently and with the support of a trusted adult, seeks out new information and explores new play and tasks. Age 4–5/Not Yet in Kindergarten.	1. Initiative; 5. Use of resources	AL 1.1.1 Initiative & Planning; S 6.1.1 Scientific Inquiry
Goal 2: Child shows interest in and curiosity about the world around them. Often expresses the belief that they can develop new skills, interests, and talents. With prompting from adult, asks questions and seeks new information. Often is willing to participate in new activities or experiences even if they are perceived as challenging. Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities. By Entry to Kindergarten.	1. Initiative; 5. Use of resources	AL 1.1.1 Initiative & Planning; LL 4.1.3 Language & Communication
Goal 2: Child shows interest in and curiosity about the world around them. Expresses the belief that they can develop new skills, interests, and talents. Asks questions and seeks new information. Is willing to participate in new activities or experiences even if they are perceived as challenging. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities. By End of Kindergarten.	1. Initiative; 5. Use of resources	AL 1.1.1 Initiative & Planning; LL 4.1.3 Language & Communication
CREATIVITY		
Goal 1: Child expresses creativity in thinking and communication. Responds to adults' prompts to express creative ideas in words and/or actions. Age 3	50. Communicating ideas; 41. Music	LL 4.1.1 Language & Communication; CA 9.1.1 Visual Arts
Goal 1: Child expresses creativity in thinking and communication. With prompting from a trusted adult, communicates creative ideas and actions. Age 4–5/Not Yet in Kindergarten	50. Communicating ideas; 41. Music	LL 4.1.1 Language & Communication; CA 9.1.1 Visual Arts

Goal 1: Child expresses creativity in thinking and communication. Occasionally asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. With and without prompting from an adult, approaches tasks, activities, and play in ways that show creative problem solving. With and without prompting from an adult, uses multiple means of communication to creatively express thoughts, feelings, or ideas. By Entry to Kindergarten.	4. Problem solving; 50. Communicating ideas	AL 1.3.1 Problem Solving & Reflection; LL 4.1.1 Language & Communication
Goal 1: Child expresses creativity in thinking and communication. Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. Approaches tasks, activities, and play in ways that show creative thinking and problem solving. Uses multiple means of communication to creatively express thoughts, feelings, or ideas. By End of Kindergarten.	4. Problem solving; 50. Communicating ideas	AL 1.3.1 Problem Solving & Reflection; LL 4.1.1 Language & Communication
Goal 2: Child uses imagination in play and interactions with others. Uses imagination in play and other creative works . Begins to communicate creative ideas to other children and trusted adults. Age 3	43. Pretend play; 40. Art	CA 9.4.1 Dramatic Play; CA 9.1.1 Visual Arts
Goal 2: Child uses imagination in play and interactions with others. Develops more elaborate imaginary play, stories, and other creative works with children and trusted adults. Age 4–5/Not Yet in Kindergarten	43. Pretend play; 40. Art	CA 9.4.1 Dramatic Play; CA 9.1.1 Visual Arts
Goal 2: Child uses imagination in play and interactions with others. Engages in social and pretend play. Often uses imagination with materials to create stories or works of art. Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel. By Entry to Kindergarten.	43. Pretend play; 40. Art	CA 9.4.1 Dramatic Play; CA 9.1.1 Visual Arts

Goal 2: Child uses imagination in play and interactions with others. Frequently engages in social and pretend play. Uses imagination with materials to create stories or works of art. Uses a variety of objects or materials to represent something else during play. By End of Kindergarten.	43. Pretend play; 40. Art	CA 9.4.1 Dramatic Play; CA 9.1.1 Visual Arts
Social-Emotional Development		
SENSES OF IDENTITY AND BELONGING		
Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests . With the support of a trusted adult or peer, describes own physical characteristics and behaviors and indicates likes and dislikes when asked. Age 3	7. Self-identity; 9. Emotions	SS 8.1.1 Self & Social Systems; SE 2.1.1 Self-Awareness and Emotions
Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people. Age 4–5/Not Yet in Kindergarten	7. Self-identity; 53. Diversity	SS 8.1.1 Self & Social Systems; SE 2.1.1 Self-Awareness and Emotions
Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests .Describes self using several different characteristics. Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, language(s) spoken, or culture. Begins to demonstrate understanding that smartness, abilities, skills, and talents are developed through effort, hard work, and learning. By Entry to Kindergarten.	7. Self-identity; 53. Diversity	SS 8.1.1 Self & Social Systems; SE 2.1.1 Self-Awareness and Emotions
Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. Describes self using several different characteristics with increased confidence. Consistently demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture. Demonstrates that smartness, abilities, skills, and talents are developed through effort, hard work, and learning. By End of Kindergarten	7. Self-identity; 53. Diversity	SS 8.1.1 Self & Social Systems; SE 2.1.1 Self-Awareness and Emotions

Goal 2: Child expresses confidence in own skills and positive feelings about self. Expresses enjoyment in accomplishing daily routines and new skills and may draw trusted adult attention to these accomplishments. When prompted by a trusted adult, may share own ideas or express positive feelings about self. Age 3	7. Self-identity; 1. Initiative	SE 2.1.1 Self-Awareness and Emotions; AL 1.1.1 Initiative & Planning
Goal 2: Child expresses confidence in own skills and positive feelings about self. Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and a trusted adult. With or without a trusted adult's prompting, makes increasing number of contributions to group discussion and may share ideas. Age 4–5/Not Yet in Kindergarten	7. Self-identity; 22. Speaking	SE 2.1.1 Self-Awareness and Emotions; LL 4.1.1 Language & Communication
Goal 2: Child expresses confidence in own skills and positive feelings about self. Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. Expresses own ideas or beliefs in group contexts or in interactions with others. Uses descriptive words to define self that are acceptable within the child's culture. By Entry to Kindergarten.	7. Self-identity; 22. Speaking	SE 2.1.1 Self-Awareness and Emotions; LL 4.1.1 Language & Communication
Goal 2: Child expresses confidence in own skills and positive feelings about self. Often shows satisfaction or seeks acknowledgment when completing a task or solving a problem. Frequently expresses own ideas or beliefs in group contexts or in interactions with others. Readily uses descriptive words to define self that are acceptable within the child's culture. By End of Kindergarten	7. Self-identity; 22. Speaking	SE 2.1.1 Self-Awareness and Emotions; LL 4.1.1 Language & Communication
Goal 3: Child has a sense of belonging to family, community, and other groups. With the support of a trusted adult or peer, communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage. Age 3	11. Community; 53. Diversity	SS 8.1.1 Self & Social Systems; SS 8.2.1 Community Membership

Goal 3: Child has a sense of belonging to family, community, and other groups. Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by a trusted adult or peer. Age 4–5/Not Yet in Kindergarten	11. Community; 53. Diversity	SS 8.1.1 Self & Social Systems; SS 8.2.1 Community Membership
Goal 3: Child has a sense of belonging to family, community, and other groups. Identifies self as being a part of different groups, such as family, community, team, organization, culture, faith, or preschool. Sometimes relates personal stories about being a part of different groups. Identifies similarities and differences about self across familiar environments and settings. By Entry to Kindergarten.	11. Community; 53. Diversity	SS 8.1.1 Self & Social Systems; SS 8.2.1 Community Membership
Goal 3: Child has a sense of belonging to family, community, and other groups. Often identifies self as member of different groups, such as family, community, team, organization, culture, faith, or school. Often relates detailed personal stories about being a member of different groups. Often identifies similarities and differences about self across familiar and new environments and settings. By End of Kindergarten	11. Community; 53. Diversity	SS 8.1.1 Self & Social Systems; SS 8.2.1 Community Membership
EMOTIONAL FUNCTIONING		
Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. Expresses a broad range of emotions across contexts, such as during play and in interactions with a trusted adult. Notices when strong emotions are exhibited by others and begins to use words or gestures to describe some of these emotions, such as happy, sad, or mad. Age 3	9. Emotions; 10. Empathy	SE 2.1.1 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships

Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassment or worry. Communicates to describe own feelings when prompted and may at times communicate without prompting, such as communicating “Don’t be mad” when engaged in play with other children. Age 4–5/Not Yet in Kindergarten	9. Emotions; 10. Empathy	SE 2.1.1 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships
Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. Recognizes and labels basic emotions in books, photographs, or other media images. Uses at least 3–5 words or gestures to describe own feelings, such as happy, sad, mad, or surprised. Uses at least 3–5 words or gestures to describe the feelings of adults or other children. By Entry to Kindergarten.	9. Emotions; 10. Empathy	SE 2.1.1 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships
Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. Frequently recognizes and labels a variety of emotions across different media. Frequently uses a variety of expressive words or gestures to describe own feelings. Often uses words or gestures to describe the feelings of a trusted adult or other children. By End of Kindergarten	9. Emotions; 10. Empathy	SE 2.1.1 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships
Goal 2: Child expresses care and concern toward others. Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out trusted adult support to help another child who is distressed. Age 3	10. Empathy; 15. Conflict resolution	SE 2.2.2 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships

Goal 2: Child expresses care and concern toward others. Consistently pays attention when others are distressed and often responds with care, either by seeking out trusted adult support or providing reassurance or support themselves. Age 4–5/Not Yet in Kindergarten	10. Empathy; 15. Conflict resolution	SE 2.2.2 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships
Goal 2: Child expresses care and concern toward others. Sometimes makes empathetic statements or gestures to adults or other children. Offers support to adults or other children who are distressed. By Entry to Kindergarten.	10. Empathy; 15. Conflict resolution	SE 2.2.2 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships
Goal 2: Child expresses care and concern toward others. Often makes empathetic statements or gestures to adults or other children. Offers support to adults or other children who are distressed, with increased confidence. By End of Kindergarten	10. Empathy; 15. Conflict resolution	SE 2.2.2 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships
Goal 3: Child manages emotions with increasing independence. Manages less intense emotions, such as mild frustration, independently. May require trusted adult support to manage more intense emotions. Age 3	9. Emotions; 10. Empathy	SE 2.1.2 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships
Goal 3: Child manages emotions with increasing independence. Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to a trusted adult for support in managing the most intense emotions, but shows increasing skill in managing emotions independently. Age 4–5/Not Yet in Kindergarten	9. Emotions; 10. Empathy	SE 2.1.2 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships

Goal 3: Child manages emotions with increasing independence. Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs. Looks for adult assistance when feelings are most intense. With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath. By Entry to Kindergarten.	9. Emotions; 10. Empathy	SE 2.1.2 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships
Goal 3: Child manages emotions with increasing independence. Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs, with increasing confidence. Looks for adult assistance when feelings are most intense. Uses a range of coping strategies to manage emotions, such as using words or taking a deep breath, independently or with some adult support. By End of Kindergarten	9. Emotions; 10. Empathy	SE 2.1.2 Self-Awareness and Emotions; SE 2.2.2 Social-Awareness and Relationships
RELATIONSHIPS WITH A TRUSTED ADULT		
Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. Engages in positive interactions with a trusted adult, such as by demonstrating affection. Separates from trusted adults when in familiar settings. Uses trusted adults as a resource to solve problems. Age 3	12. Building relationships with adults; 4. Problem solving	SE 2.2.1 Social-Awareness and Relationships; AL 1.3.1 Problem Solving & Reflection
Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these trusted adults with minimal distress when in a familiar setting. Initiates interactions with trusted adults and participates in longer and more reciprocal interactions with both trusted and new adults. Age 4–5/Not Yet in Kindergarten	12. Building relationships with adults; 14. Adult relationships	SE 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships

Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. Interacts with trusted adults. Sometimes engages in positive interactions with less familiar adults, such as volunteers. Shows affection and preference for trusted adults who interact with them on a regular basis. Usually seeks help from adults when needed. By Entry to Kindergarten.	12. Building relationships with adults; 14. Adult relationships	E 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships
Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. Interacts with adults when needed. Often engages in positive interactions with less familiar adults, such as volunteers. Often shows affection and preference for adults who interact with them on a regular basis. Seeks help from adults when needed. By End of Kindergarten	12. Building relationships with adults; 14. Adult relationships	E 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships
Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. Sometimes engages in prosocial behavior with a trusted adult, such as greeting the teacher or saying goodbye, and responds to trusted adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with a familiar trusted adult, such as saying “No” to requests, but these moments are typically resolved with support from the trusted adult. Age 3	12. Building relationships with adults; 13. Cooperative play	E 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships
Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. Engages in prosocial behavior with a trusted adult and usually responds to trusted adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with support, such as being given reminders to use a quiet voice or follow directions. Age 4–5/Not Yet in Kindergarten	12. Building relationships with adults; 15. Conflict resolution	E 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships

Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. Engages in prosocial behaviors with adults, such as using respectful language or greetings. Attends to an adult when asked. Often follows adult guidelines and expectations for behavior. Often asks or waits for adult permission before doing something when they are unsure. By Entry to Kindergarten.	12. Building relationships with adults; 14. Adult relationships	SE 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships
Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. Engages in prosocial behaviors with adults when needed. Follows adult guidelines and expectations for behavior. Asks or waits for adult permission before doing something when they are unsure. By End of Kindergarten	12. Building relationships with adults; 14. Adult relationships	SE 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships
RELATIONSHIPS WITH OTHER CHILDREN		
Goal 1: Child engages in and maintains positive interactions and relationships with other children. Sometimes engages in and maintains interactions with other children without support from a trusted adult, or demonstrates skills in doing this when prompted by a trusted adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage with prompting from a trusted adult. Age 3	13. Cooperative play; 15. Conflict resolution	SE 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships
Goal 1: Child engages in and maintains positive interactions and relationships with other children. Sustains interactions with other children more often and for increasing periods of time. With and without prompting from a trusted adult, demonstrates prosocial behaviors with other children. Likely to show at least some preference for playing. Age 4–5/Not Yet in Kindergarten	13. Cooperative play; 15. Conflict resolution	SE 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships

Goal 1: Child engages in and maintains positive interactions and relationships with other children. Engages in and maintains positive interactions with other children at times. Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. Often takes turns in conversations and interactions with other children. Develops at least By Entry to Kindergarten.	13. Cooperative play; 14. Friendships	SE 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships
Goal 1: Child engages in and maintains positive interactions and relationships with other children. Consistently engages in and maintains positive interactions with other children. Enters familiar and new social situations with other children when needed, such as suggesting something to do together, joining an existing activity, or sharing a toy. Initiates and responds to conversations and interactions with other children while attending to social cues. Develops and maintains friendships with other children. By End of Kindergarten	13. Cooperative play; 14. Friendships	SE 2.2.1 Social-Awareness and Relationships; SE 2.2.3 Social-Awareness and Relationships
Goal 2: Child engages in cooperative play with other children. With the support of an adult, often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact play in a coordinated way. Age 3	13. Cooperative play; 43. Pretend play	SE 2.2.3 Social-Awareness and Relationships; CA 9.4.1 Dramatic Play
Goal 2: Child engages in cooperative play with other children. Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, coordinated play periods get longer. Age 4–5/Not Yet in Kindergarten	13. Cooperative play; 43. Pretend play	SE 2.2.3 Social-Awareness and Relationships; CA 9.4.1 Dramatic Play

Goal 2: Child engages in cooperative play with other children. Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time. Shows a willingness to include others' ideas during interactions and play. Demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. Engages in reflection and conversation about past play experiences. By Entry to Kindergarten.	13. Cooperative play; 43. Pretend play	SE 2.2.3 Social-Awareness and Relationships; CA 9.4.1 Dramatic Play
Goal 2: Child engages in cooperative play with other children. Often engages in joint activities and projects, such as using coordinated goals, planning, roles, and games with rules, with at least one other child or small groups of peers. Often shows a willingness to include others' ideas during interactions and play. Often demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. Engages in reflection and conversation about past play experiences with increasing complexity. By End of Kindergarten	13. Cooperative play; 43. Pretend play	SE 2.2.3 Social-Awareness and Relationships; CA 9.4.1 Dramatic Play
Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. Begins to recognize and describe social problems. With trusted adult guidance and support, suggests solutions to conflicts. Age 3	15. Conflict resolution; 4. Problem solving	SE 2.2.3 Social-Awareness and Relationships; AL 1.3.1 Problem Solving & Reflection
Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. Sometimes recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without trusted adult assistance, may seek out or need trusted adult support in more challenging moments. Age 4–5/Not Yet in Kindergarten	15. Conflict resolution; 4. Problem solving	SE 2.2.3 Social-Awareness and Relationships; AL 1.3.1 Problem Solving & Reflection

Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. Often recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?” Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising some of the time. Often expresses feelings, needs, and opinions in conflict situations. Often seeks adult help when needed to resolve conflicts. By Entry to Kindergarten.	15. Conflict resolution; 4. Problem solving	SE 2.2.3 Social-Awareness and Relationships; AL 1.3.1 Problem Solving & Reflection
Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. Recognizes and describes basic social problems in books, newspapers, and electronic media, such as game playing, sports, and during interactions with other children, such as “How will you share computer time?” Independently uses strategies for dealing with common conflicts, such as sharing, taking turns, and compromising. Consistently expresses feelings, needs, and opinions in conflict situations. Seeks adult help when needed to resolve conflicts. By End of Kindergarten	15. Conflict resolution; 4. Problem solving	SE 2.2.3 Social-Awareness and Relationships; AL 1.3.1 Problem Solving & Reflection
Language and Communication		
ATTENDING AND UNDERSTANDING		
Goal 1: Child attends to communication and language from others. With the support of a trusted adult or peer, shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed. Age 3	21. Comprehension; 19. Listening and responding	LL 4.1.2 Language & Communication; SE 2.2.1 Social-Awareness and Relationships
Goal 1: Child attends to communication and language from others. Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed. Age 4–5/Not Yet in Kindergarten	21. Comprehension; 19. Listening and responding	LL 4.1.2 Language & Communication; LL 4.1.3 Language & Communication

Goal 1: Child attends to communication and language from others. Uses verbal and nonverbal signals to acknowledge the comments or questions of others. Shows ongoing connection to a conversation, group discussion, or presentation. By Entry to Kindergarten	19. Listening and responding; 21. Comprehension	LL 4.1.2 Language & Communication; LL 4.1.3 Language & Communication
Goal 1: Child attends to communication and language from others. There is no corresponding CCSS for this goal. By End of Kindergarten	There is no corresponding CCSS for this goal.	There is no corresponding CCSS for this goal.
Goal 2: Child understands and responds to increasingly complex communication and language from others. With the support of a trusted adult or peer, understands and responds (verbally and nonverbally) to increasingly longer sentences, simple questions, and simple stories. Age 3	19. Listening and responding; 21. Comprehension	LL 4.1.2 Language & Communication; LL 4.7.1 Comprehension/Narrative
Goal 2: Child understands and responds to increasingly complex communication and language from others. Understands and responds (verbally and nonverbally) to complex statements, questions, and stories containing multiple phrases and ideas. Age 4–5/Not Yet in Kindergarten	19. Listening and responding; 21. Comprehension	LL 4.1.2 Language & Communication; LL 4.7.2 Comprehension/Narrative
Goal 2: Child understands and responds to increasingly complex communication and language from others. Shows an ability to recall (in order) multiple step directions. Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/ What/When/ Where?” or “How/ Why?” Shows understanding of a variety of sentence types, such as multiclaue, cause-effect, sequential order, or if-then. Shows an understanding of talk related to the past or future. Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations on a given topic. Children who are dual language learners may demonstrate more complex. By Entry to Kindergarten	21. Comprehension; 29. Memory and recall	LL 4.1.2 Language & Communication; LL 4.7.3 Comprehension/Narrative

Goal 2: Child understands and responds to increasingly complex communication and language from others. Confirms 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) Asks and answers questions in order to seek help, get information, or clarify something that is not understood. (K.SL.1) By End of Kindergarten		
COMMUNICATING AND SPEAKING		
Goal 1: Child varies the amount of information provided to meet the demands of the situation. Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of trusted adults. Age 3	22. Speaking; 19. Listening and responding	LL 4.1.1 Language & Communication; LL 4.1.3 Language & Communication
Goal 1: Child varies the amount of information provided to meet the demands of the situation. Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of trusted adults. Age 4–5/Not Yet in Kindergarten	22. Speaking; 19. Listening and responding	LL 4.1.1 Language & Communication; LL 4.1.3 Language & Communication
Goal 1: Child varies the amount of information provided to meet the demands of the situation. Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher. Uses language, spoken or sign, to clarify a word or statement when misunderstood. Children who are dual language learners may switch between their languages. By Entry to Kindergarten	22. Speaking; 23. Communication and use of language	LL 4.1.1 Language & Communication; LL 4.1.3 Language & Communication

Goal 1: Child varies the amount of information provided to meet the demands of the situation. Describes familiar people, places, things, and events and, with prompting and supports, provides additional detail. (K.SL.4) Adds drawings or other visual displays to descriptions as desired to provide additional detail. (K.SL.5) By End of Kindergarten	22. Speaking; 40. Art	LL 4.1.1 Language & Communication; CA 9.1.1 Visual Arts
Goal 2: Child understands, follows, and uses appropriate social and conversational rules. Engages in conversations with trusted adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes adjust tone and volume for different situations. Age 3	19. Listening and responding; 22. Speaking	LL 4.1.1 Language & Communication; LL 4.1.3 Language & Communication
Goal 2: Child understands, follows, and uses appropriate social and conversational rules. Maintains multi-turn conversations with trusted adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation. Age 4–5/Not Yet in Kindergarten	19. Listening and responding; 22. Speaking	LL 4.1.1 Language & Communication; LL 4.1.3 Language & Communication
Goal 2: Child understands, follows, and uses appropriate social and conversational rules. Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement. With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret. By Entry to Kindergarten	19. Listening and responding; 22. Speaking	LL 4.1.1 Language & Communication; LL 4.1.3 Language & Communication

Goal 2: Child understands, follows, and uses appropriate social and conversational rules. Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (K.SL.1) Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).Continues conversations through multiple exchanges. By End of Kindergarten	19. Listening and responding; 22. Speaking	LL 4.1.3 Language & Communication; SE 2.2.3 Social-Awareness and Relationships
Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways.Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/ sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic. Children who are dual language learners may use 2–3 words to communicate an entire idea or thought, such as “Me paint. Age 3	22. Speaking; 23. Communication and use of language	LL 4.1.1 Language & Communication; LL 4.1.4 Language & Communication
Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways. communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions. Children who are dual language learners may use the language structure of the home language when speaking English, such as “I have a dog big.” Age 4–5/Not Yet in Kindergarten	22. Speaking; 23. Communication and use of language	LL 4.1.1 Language & Communication; LL 4.1.4 Language & Communication
Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways. Communicates clearly enough to be understood by a trusted adult across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/ irregular past tense, possessives, and noun-verb agreement. Typically uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations. Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and can answer a variety of question types.By Entry to Kindergarten	22. Speaking; 23. Communication and use of language	LL 4.1.1 Language & Communication; LL 4.1.4 Language & Communication

Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways. Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. (K.L.1) Uses frequently occurring nouns and verbs. Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understands and uses question words (interrogatives) (e.g., who, what, where, when, why, how). Uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produces and expands complete sentences in shared language activities. Applies audibly and expresses thoughts, feelings, and ideas clearly. (K.SL.6) By End of Kindergarten	23. Communication and use of language; 22. Speaking	LL 4.1.1 Language & Communication; LL 4.1.4 Language & Communication
VOCABULARY		
Goal 1: Child understands and uses a wide variety of words for a variety of purposes. Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by trusted adults Age 3	24. Vocabulary; 23. Communication and use of language	LL 4.1.4 Language & Communication; LL 4.1.1 Language & Communication
Goal 1: Child understands and uses a wide variety of words for a variety of purposes. Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words. Age 4–5/Not Yet in Kindergarten	24. Vocabulary; 23. Communication and use of language	LL 4.1.4 Language & Communication; LL 4.1.1 Language & Communication
Goal 1: Child understands and uses a wide variety of words for a variety of purposes. Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities. Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions. multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars or “cylinder” when learning about 3D shapes. With support, forms guesses about the meaning of new words from context clues. By Entry to Kindergarten	24. Vocabulary; 27. Reading	LL 4.1.4 Language & Communication; LL 4.7.1 Comprehension/Narrative

Goal 1: Child understands and uses a wide variety of words for a variety of purposes. Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (K.L.4) Identifies new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Uses 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. With guidance and support from adults, explores word relationships and nuances in word meanings. (K.L.5) Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identifies real-life connections between words and their use (e.g., note places at school that are colorful). Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. Uses words and phrases acquired through conversations, reading and being read to, and responding to texts. By End of Kindergarten	24. Vocabulary; 27. Reading	LL 4.1.4 Language & Communication; LL 4.7.1 Comprehension/Narrative
Goal 2: Child shows understanding of word categories and relationships among words Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color. Age 3	24. Vocabulary; 13. Classification	LL 4.1.4 Language & Communication; M 5.1.2 Classification & Patterning
Goal 2: Child shows understanding of word categories and relationships among words. Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying words that have the same meaning (synonyms) and words that have opposite meanings (antonyms). Age 4–5/Not Yet in Kindergarten	24. Vocabulary; 13. Classification	LL 4.1.4 Language & Communication; M 5.1.2 Classification & Patterning

Goal 2: Child shows understanding of word categories and relationships among words. Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals. Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.” Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs. Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy. Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s freezing.” By Entry to Kindergarten	24. Vocabulary; 13. Classification	LL 4.1.4 Language & Communication; M 5.1.2 Classification & Patterning
Goal 2: Child shows understanding of word categories and relationships among words. With guidance and support from adults, explores word relationships and nuances in word meanings. (K.L.5) Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identifies real-life connections between words and their use (e.g., notes places at school that are colorful). Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. By End of Kindergarten	24. Vocabulary; 13. Classification	LL 4.1.4 Language & Communication; M 5.1.2 Classification & Patterning
Literacy		
PRINT AND ALPHABET KNOWLEDGE		
Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking a trusted adult “What does this say?” or “Read this.” Age 3	27. Reading; 28. Book knowledge	LL 4.5.1 Concepts of Print; LL 4.7.1 Comprehension/Narrative

Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print has rules, such as holding a book correctly or following a book left to right when reading in English. Age 4–5/Not Yet in Kindergarten	27. Reading; 28. Book knowledge	LL 4.5.1 Concepts of Print; LL 4.5.2 Concepts of Print
Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). Understands that print is organized differently for different purposes, such as a note, list, or storybook. Understands that written words are made up of a group of individual letters. Begins to point to one-syllable words while reading simple, memorized texts. Identifies book parts and features, such as the front, back, title, and author. By Entry to Kindergarten	28. Book knowledge; 27. Reading	LL 4.5.1 Concepts of Print; LL 4.5.2 Concepts of Print
Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). Demonstrates understanding of the organization and basic features of print. (K.RF.1) Follows words from left to right, top to bottom, and page by page. Recognizes that spoken words are represented in written language by specific sequences of letters. Understands that words are separated by spaces in print. Recognizes common types of texts (e.g., storybooks, poems). (K.RL.5) With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story. (K.RL.6) End of Kindergarten	28. Book knowledge; 27. Reading	LL 4.5.1 Concepts of Print; LL 4.5.2 Concepts of Print
Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. With support from a trusted adult, shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often. Age 3	31. Letters; 32. Letter-sound relationships	LL 4.4.1 Alphabet Knowledge; LL 4.4.2 Alphabet Knowledge
Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters often seen in the environment. Produces the sound of many recognized letters. Age 4–5/Not Yet in Kindergarten	31. Letters; 32. Letter-sound relationships	LL 4.4.1 Alphabet Knowledge; LL 4.4.2 Alphabet Knowledge
Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. Names 18 uppercase and 15 lowercase letters. Knows the sounds associated with several letters. By Entry to Kindergarten	31. Letters; 32. Letter-sound relationships	LL 4.4.1 Alphabet Knowledge; LL 4.4.2 Alphabet Knowledge

Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. Demonstrates understanding of the organization and basic features of print. (K.RF.1) Recognizes and name all uppercase and lowercase letters of the alphabet. Know and apply grade-level phonics and word analysis skills in decoding words. (K.RF.3) Demonstrates basic knowledge of one-to-one letter- sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Associates the long and short sounds with the common spellings (graphemes) for the five major vowels. End of Kindergarten	31. Letters; 32. Letter-sound relationships	LL 4.4.1 Alphabet Knowledge; LL 4.4.2 Alphabet Knowledge
COMPREHENSION AND TEXT STRUCTURE		
Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. With support, may be able to tell one or two key events from a story or may act out a story with pictures or props. Age 3	34. Comprehension; 43. Pretend play	LL 4.7.1 Comprehension/Narrative; CA 9.4.1 Dramatic Play
Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. Retells 2–3 key events from a well-known story, typically in the right order and using some simple sequencing terms, such as “first ... and then.” Age 4–5/Not Yet in Kindergarten	34. Comprehension; 35. Book knowledge	LL 4.7.2 Comprehension/Narrative; LL 4.7.1 Comprehension/Narrative
Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. Retells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause-and-effect relationships. Tells fictional or personal stories using a sequence of at least 2–3 connected events. With prompting and support, retells familiar stories, including key details. (K.RL.2) With prompting and support, identifies the main topic and retells key details of a text. (K.RI.2) With prompting and support, identifies characters, settings, and major events in a story. (K.RL.3) With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3) With prompting and support, describes the relationship between illustrations and the story/ text in which they appear. (K.RL.7) With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories. (K.RL.9) Identifies characters and main events in books and stories. By Entry to Kindergarten	34. Comprehension; 35. Book knowledge	LL 4.7.3 Comprehension/Narrative; LL 4.7.4 Comprehension/Narrative

Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. With prompting and support, retells familiar stories, including key details. (K.RL.2) With prompting and support, identifies the main topic and retells key details of a text. (K.RI.2) With prompting and support, identifies characters, settings, and major events in a story. (K.RL.3) With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3) With prompting and support, describes the relationship between illustrations and the story/ text in which they appear. (K.RL.7) With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories. (K.RL.9) With prompting and support, identifies basic similarities in and differences between two texts on the same topic. (K.RI.9) End of Kindergarten	34. Comprehension; 35. Book knowledge	LL 4.7.4 Comprehension/Narrative; LL 4.7.3 Comprehension/Narrative
Goal 2: Child asks and answers questions about a book that was read aloud. With support, can answer basic questions about likes or dislikes in a book or story. With support, asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next. Age 3	34. Comprehension; 35. Book knowledge	LL 4.7.1 Comprehension/Narrative; LL 4.7.2 Comprehension/Narrative
Goal 2: Child asks and answers questions about a book that was read aloud. With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer questions about stories, such as predictions or how/why something is happening in a particular moment. Age 4–5/Not Yet in Kindergarten	34. Comprehension; 35. Book knowledge	LL 4.7.2 Comprehension/Narrative; LL 4.7.3 Comprehension/Narrative
Goal 2: Child asks and answers questions about a book that was read aloud. Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.” Answers increasingly complex questions that require making predictions based on multiple pieces of information from the story, understanding characters’ feelings or intentions, or explaining why something happened in the story. Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate. By Entry to Kindergarten	34. Comprehension; 35. Book knowledge	LL 4.7.3 Comprehension/Narrative; LL 4.7.4 Comprehension/Narrative
Goal 2: Child asks and answers questions about a book that was read aloud. With prompting and support, asks and answers questions about key details in a	34. Comprehension; 27. Reading	LL 4.7.4 Comprehension/Narrative; LL 4.5.1 Concepts of Print

text. (K.RL.1) (K.RI.1) Asks and answers questions about unknown words in a text. (K.RL.4)(K.RI.4) Actively engages in group reading activities with purpose and understanding. (K.RL.10) End of Kindergarten		
WRITING		
Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. With support, holds a writing tool and copies single lines and circles. With support, engages in writing activities that consist largely of drawing and scribbling. With support, begins to convey meaning. With modeling and support, writes some letter-like forms and letters. Age 3	20. Writing; 40. Art	LL 4.6.1 Writing; PDM 7.1.3 Fine Motor Development
Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. With trusted adult prompting, holds a writing tool with a three-finger grasp. Able to imitate zigzag and crossed lines, trace dotted lines, and draw simple figures. Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of main or beginning sounds, such as MV for movie or B for bug. Age 4–5/Not Yet in Kindergarten	20. Writing; 17. Fine-motor skills	LL 4.6.2 Writing; PDM 7.1.3 Fine Motor Development
Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. With minimal adult prompting, holds a writing tool with a three-finger Grasp. Able to copy more sophisticated figures, such as squares, crossed lines, and triangles. Creates a variety of written products that may or may not phonetically relate to intended messages. Shows an interest in copying simple words posted in the environment. Attempts to independently write some words using invented spelling, such as K for kite. Writes first name correctly or close to Correctly. Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print, such as creating a book that moves left to right. By Entry to Kindergarten	20. Writing; 17. Fine-motor skills	LL 4.6.3 Writing; LL 4.5.2 Concepts of Print

Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. Uses 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) Uses a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2) Uses 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) With guidance and support from trusted adult, responds to questions and suggestions from peers and add details to strengthen writing as needed. (K.W.5) With guidance and support from trusted adult, explores a variety of digital tools to produce and publish writing, including in collaboration with peers. (K.W.6) Participates 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) With guidance and support from an adult, recalls information from experiences or gathers information from provided sources to answer a question. (K.W.8) Demonstrates commands of the conventions of Standard English capitalization, punctuation, and spelling when writing. (K.L.2) Capitalizes the first word in a sentence and the pronoun I.Recognizes and names end punctuation. Writes a letter or letters for most consonant and short-vowel sounds (phonemes).Spells simple words phonetically, drawing on knowledge of sound-letter relationships. Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. (K.L.1). Prints many uppercase and lowercase letters. End of Kindergarten	20. Writing; 31. Letters	LL 4.6.3 Writing; LL 4.4.1 Alphabet Knowledge
Mathematics		
COUNTING AND CARDINALITY		
Goal 1: Child knows number names and the count sequence. Says or signs some number words in sequence (up to 10), starting with one. With support, understands that counting words are separate words, such as “one,” “two,” “three” versus “one two three.” Age 3	19. Number words and symbols; 18. Counting	M 5.3.1 Number Sense; M 5.3.2 Number Sense
Goal 1: Child knows number names and the count sequence. Says or signs more number words in sequence. Age 4–5/Not Yet in Kindergarten	19. Number words and symbols; 18. Counting	M 5.3.1 Number Sense; M 5.3.2 Number Sense

Goal 1: Child knows number names and the count sequence.Counts verbally or signs to at least 20 by ones. By Entry to Kindergarten	19. Number words and symbols; 18. Counting	M 5.3.2 Number Sense; M 5.3.3 Number Sense
Goal 1: Child knows number names and the count sequence. Counts to 100 by ones and by 10's. (K.CC.1) Counts forward beginning from a given number within the known sequence (instead of having to begin at one). (KCC.2). End of Kindergarten	19. Number words and symbols; 18. Counting	M 5.3.3 Number Sense; M 5.3.4 Number Sense
Goal 2: Child recognizes the number of objects in a small set. Develops an understanding of what whole numbers mean. With support, begins to recognize the number of small objects in groups without counting (referred to as “subitizing”). For example, there are two cars in a pile. A child looks and quickly says, “Look, two cars!” Age 3	20. Quantifying; 18. Counting	M 5.3.1 Number Sense; M 5.3.2 Number Sense
Goal 2: Child recognizes the number of objects in a small set. Quickly recognizes the number of objects in a small set (referred to as “subitizing”). Age 4–5/Not Yet in Kindergarten	20. Quantifying; 18. Counting	M 5.3.2 Number Sense; M 5.3.3 Number Sense
Goal 2: Child recognizes the number of objects in a small set. Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number. By Entry to Kindergarten	20. Quantifying; 18. Counting	M 5.3.3 Number Sense; M 5.3.4 Number Sense
Goal 2: Child recognizes the number of objects in a small set. No matching CCSS standard. End of Kindergarten	No matching CCSS standard	No matching CCSS standard
Goal 3: Child understands the relationship between numbers and quantities. With support, begins to coordinate verbal counting with objects by pointing to or moving objects or small groups of objects laid in a line (referred to as one-to-one correspondence). With support, begins to understand that the last number represents how many objects are in a group (cardinality). For example, a child is asked to count a pile of bears. The adult asks “How many?” The child points and counts one, two, three and says, “Three!” Age 3	18. Counting; 20. Quantifying	M 5.3.2 Number Sense; M 5.3.1 Number Sense
Goal 3: Child understands the relationship between numbers and quantities. Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality). Age 4–5/Not Yet in Kindergarten	18. Counting; 20. Quantifying	M 5.3.2 Number Sense; M 5.3.3 Number Sense

Goal 3: Child understands the relationship between numbers and quantities. When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. Counts and answers “How many?” questions for approximately 10 objects. Accurately counts as many as five objects in a scattered configuration. Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five. Understands that the last number said represents the number of objects in a set. By Entry to Kindergarten	18. Counting; 20. Quantifying	M 5.3.3 Number Sense; M 5.3.4 Number Sense
Goal 3: Child understands the relationship between numbers and quantities. Understands the relationship between numbers and quantities; connect counting to cardinality. When counting objects, says 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. Understands 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. Understands that each successive number name refers to a quantity that is one larger. (K.CC.4) Counts 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, counts out that many objects. (K.CC.5) End of Kindergarten	18. Counting; 20. Quantifying	M 5.3.4 Number Sense; M 5.3.3 Number Sense
Goal 4: Child compares numbers. With support, begins to accurately count and compare objects that are about the same size and are in small groups with trusted adult assistance, such as counts a pile of two blocks and a pile of four, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence. Age 3	21. Number comparison; 18. Counting	M 5.3.2 Number Sense; M 5.3.5 Number Sense
Goal 4: Child compares numbers. Counts to determine and compare number amounts even when the larger group’s objects are smaller in size, such as buttons, compared with the smaller group’s objects that are larger in size, such as markers. Uses numbers related to order or position. For example, the child knows that three comes before four. Age 4–5/Not Yet in Kindergarten	21. Number comparison; 19. Number words and symbols	M 5.3.5 Number Sense; M 5.3.3 Number Sense
Goal 4: Child compares numbers. Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. Identifies and uses numbers related to order or position from 1–10. By Entry to Kindergarten	21. Number comparison; 19. Number words and symbols	M 5.3.5 Number Sense; M 5.3.3 Number Sense

Goal 4: Child compares numbers. Identifies 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, including groups with up to 10 objects). (K.CC.6) Compares two numbers between 1 and 10 presented as written numerals. (K.CC.7) By End of Kindergarten	21. Number comparison; 19. Number words and symbols	M 5.3.5 Number Sense; M 5.3.4 Number Sense
Goal 5: Child associates a quantity with written numerals and begins to write numbers. With support, begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers. Age 3	19. Number words and symbols; 20. Quantifying	M 5.3.1 Number Sense; M 5.3.2 Number Sense
Goal 5: Child associates a quantity with written numerals and begins to write numbers. Understands that written numbers represent quantities of objects and uses information symbols, such as a tally, to represent numerals. With trusted adult support, writes some numerals up to 10. Age 4–5/Not Yet in Kindergarten	19. Number words and symbols; 20. Quantifying	M 5.3.4 Number Sense; M 5.3.3 Number Sense
Goal 5: Child associates a quantity with written numerals and begins to write numbers. Associates a number of objects with a written numeral 0–5. Recognizes and, with support, writes some numerals up to 10. By Entry to Kindergarten	19. Number words and symbols; 20. Quantifying	M 5.3.4 Number Sense; M 5.3.3 Number Sense
Goal 5: Child associates a quantity with written numerals and begins to write numbers. Writes numbers from 0–20. Represents a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). (K.CC.3) By End of Kindergarten	19. Number words and symbols; 20. Quantifying	M 5.3.4 Number Sense; M 5.3.5 Number Sense
OPERATIONS AND ALGEBRAIC THINKING		
Goal 1: Child understands addition as adding to and understands subtraction as taking away from. Begins to add and subtract very small collections of objects with trusted adult support. For example, the adult says, “You have three grapes and get one more. How many in all?” Child counts out three, then counts out one more, then counts all four: “One, two, three, four. I have four!” Age 3	22. Adding and subtracting; 20. Quantifying	M 5.4.1 Operations & Algebraic Thinking; M 5.3.2 Number Sense
Goal 1: Child understands addition as adding to and understands subtraction as taking away from. With adult support, solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects. Age 4–5/Not Yet in Kindergarten	22. Adding and subtracting; 20. Quantifying	M 5.4.1 Operations & Algebraic Thinking; M 5.4.2 Operations & Algebraic Thinking

Goal 1: Child understands addition as adding to and understands subtraction as taking away from. Represents addition and subtraction in different ways, such as with fingers, objects, and drawings. Solves addition and subtraction word problems. For example, when told “You have two carrots and your friend gives you two more. How many do you have now?” Adds and subtracts up to five to or from a given number. With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts “One, two, three ...” and then counts on “four, five!” (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, “Five, four, three ... two!” (keeping track with fingers) By Entry to Kindergarten	22. Adding and subtracting; 20. Quantifying	M 5.4.2 Operations & Algebraic Thinking; M 5.4.1 Operations & Algebraic Thinking
Goal 1: Child understands addition as adding to and understands subtraction as taking away from. Represents addition and subtraction with objects, fingers, mental images, or drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.) (K.OA.1) Solves addition and subtraction word problems and adds and subtracts within 10, (e.g., by using objects or drawings to represent the problem). (K.OA.2) Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and records 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, finds the number that makes 10 when added to the given number (e.g., by using objects or drawings) and records the answer with a drawing or equation. (K.OA.4) Fluently adds and subtracts within five. (K.OA.5) By End of Kindergarten	22. Adding and subtracting; 20. Quantifying	M 5.4.3 Operations & Algebraic Thinking; M 5.4.2 Operations & Algebraic Thinking
Goal 2: Child understands simple patterns. With support, recognizes a simple pattern, and with trusted adult assistance, fills in the missing element of a pattern, such as red, blue, red, blue, ____, blue. Duplicates and extends ABABAB patterns. Age 3	24. Patterns; 13. Classification	M 5.1.2 Classification & Patterning; M 5.1.3 Classification & Patterning
Goal 2: Child understands simple patterns. creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements. Age 4–5/Not Yet in Kindergarten	24. Patterns; 26. Music	M 5.1.3 Classification & Patterning; M 5.1.4 Classification & Patterning

Goal 2: Child understands simple patterns. Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks. Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks. By Entry to Kindergarten	24. Patterns; 13. Classification	M 5.1.3 Classification & Patterning; M 5.1.4 Classification & Patterning
Goal 2: Child understands simple patterns. Not addressed in CCSS. By End of Kindergarten	Not addressed in CCSS.	Not addressed in CCSS.
NUMBERS AND OPERATIONS IN BASE TEN		
Goal 1: Child works with numbers 11 to 19 to gain foundations for place value. Not addressed in Head Start Early Learning Outcomes Framework. Age 3	Not addressed	Not addressed
Goal 1: Child works with numbers 11 to 19 to gain foundations for place value. Not addressed in Head Start Early Learning Outcomes Framework. Age 4–5/Not Yet in Kindergarten	Not addressed	Not addressed
Goal 1: Child works with numbers 11 to 19 to gain foundations for place value. Not addressed in Head Start Early Learning Outcomes Framework. By Entry to Kindergarten	Not addressed	Not addressed
Goal 1: Child works with numbers 11 to 19 to gain foundations for place value. Composes and decomposes numbers from 11 to 19 into 10 ones and some further ones (e.g., by using objects or drawings) and records each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understands that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones. By End of Kindergarten	20. Quantifying; 22. Adding and subtracting	M 5.3.4 Number Sense; M 5.4.3 Operations & Algebraic Thinking
MEASUREMENT AND DATA		
Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. P-Math9. With trusted adult support, begins to understand that attributes can be compared, such as one child can be taller than another child. Age 3	26. Comparing attributes; 27. Measuring	M 5.2.1 Measurement; M 5.2.2 Measurement

Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. P-Math9. With some trusted adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less. Age 4–5/Not Yet in Kindergarten	26. Comparing attributes; 27. Measuring	M 5.2.2 Measurement; M 5.2.3 Measurement
Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. P-Math9. Measures using the same unit, such as putting together snap cubes to see how tall a book is. Compares or orders up to five objects based on their measurable attributes, such as height or weight. Uses comparative language, such as shortest, heavier, or biggest. By Entry to Kindergarten	27. Measuring; 26. Comparing attributes	M 5.2.3 Measurement; M 5.2.4 Measurement
Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. P-Math9. Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object. (K.MD.1) Directly compares two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describes the difference. For example, directly compares the heights of two children and describes one child as taller/shorter. (K.MD.2) By End of Kindergarten	27. Measuring; 26. Comparing attributes	M 5.2.3 Measurement; M 5.2.4 Measurement
Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10). P-Math10 Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK. Age 3	Not addressed	Not addressed
Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10). P-Math10 Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK. Age 4–5/Not Yet in Kindergarten	Not addressed	Not addressed
Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10). P-Math10 Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK. By Entry to Kindergarten	Not addressed	Not addressed

Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10). P-Math10 Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10.) (K.MD.3) By End of Kindergarten		
GEOMETRY AND SPATIAL SENSE		
Goal 1: Child identifies, describes, compares, and composes shapes. Recognizes and names a typical circle, square, and (sometimes) triangle. With trusted adult support, matches some shapes that are different sizes and orientations. Age 3	25. Shapes; 26. Comparing attributes	G 5.4.1 Geometry & Spatial Sense; G 5.4.2 Geometry & Spatial Sense
Goal 1: Child identifies, describes, compares, and composes shapes. Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes. Age 4–5/Not Yet in Kindergarten	25. Shapes; 26. Comparing attributes	G 5.4.2 Geometry & Spatial Sense; G 5.4.3 Geometry & Spatial Sense
Goal 1: Child identifies, describes, compares, and composes shapes. Names and describes shapes in terms of length of sides, number of sides, and number of angles. Correctly names basic shapes regardless of size and orientation. Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape. Creates and builds shapes from components. By Entry to Kindergarten	25. Shapes; 26. Comparing attributes	G 5.4.3 Geometry & Spatial Sense; G 5.4.4 Geometry & Spatial Sense
Goal 1: Child identifies, describes, compares, and composes shapes. Correctly names shapes regardless of their orientations or overall size. (K.G.2) Identifies shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”). (K.G.3) Analyzes and compares 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) Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.5) Composes simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?” (K.G.6) By End of Kindergarten	25. Shapes; 26. Comparing attributes	G 5.4.4 Geometry & Spatial Sense; G 5.4.3 Geometry & Spatial Sense

Goal 2: Child explores the positions of objects in space. P-Math12. Begins to understand spatial vocabulary. With trusted adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.” Age 3	28. Spatial awareness; 19. Following directions	G 5.5.1 Geometry & Spatial Sense; LL 4.1.1 Language & Communication
Goal 2: Child explores the positions of objects in space. P-Math12. Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.” Age 4–5/Not Yet in Kindergarten	28. Spatial awareness; 19. Following directions	G 5.5.2 Geometry & Spatial Sense; LL 4.1.1 Language & Communication
Goal 2: Child explores the positions of objects in space. P-Math12. Understands and uses language related to directionality, order, and the position of objects, including up/down, and front/behind. Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.” By Entry to Kindergarten	28. Spatial awareness; 19. Following directions	G 5.5.3 Geometry & Spatial Sense; LL 4.1.1 Language & Communication
Goal 2: Child explores the positions of objects in space. P-Math12. Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.1) By End of Kindergarten	28. Spatial awareness; 25. Shapes	G 5.5.4 Geometry & Spatial Sense; G 5.4.4 Geometry & Spatial Sense