

# DRDP-K (2015)



**mini measures**

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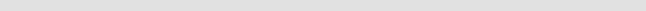
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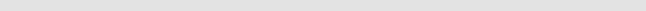
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**Mini Measures** are a pocket sized format designed to support a quick reference guide to the developmental levels of the DRDP-K© (2015).



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**DRDP-K© (2015)** is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.



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## The 11 Domains of the DRDP-K (2015)

|   |   |
|---|---|
| Approaches to Learning - Self-Regulation (ATL-REG)  |  |
| Social and Emotional Development (SED)              |  |
| Language and Literacy Development (LLD)             |  |
| English-Language Development (ELD)                  |  |
| Cognition, Including Math and Science (COG:MATH)    |  |
| Cognition: Science (COG: Science)                   |  |
| Physical Development (PD)                           |  |
| Health (HLTH)                                       |  |
| History-Social Science (HSS)                        |  |
| Visual and Performing Arts (VPA)                    |  |
| Language and Literacy Development in Spanish (SPAN) |  |

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Developmental Domain

**Approaches to Learning -  
Self Regulation (ATL-REG)**

4 Measures

Developmental Domain

**Approaches to Learning -  
Self Regulation (ATL-REG)**

4 Measures

Developmental Domain

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Self Regulation (ATL-REG)**

4 Measures

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**Approaches to Learning -  
Self Regulation (ATL-REG)**

4 Measures



**Developmental Domain**  
**Approaches to Learning - Self-Regulation**  
**(ATL-REG)**

**Measure 1: Curiosity and Initiative in Learning**

**Child explores the environment in increasingly focused ways to learn about people, things, materials and events**



**Developmental Domain**  
**Approaches to Learning - Self-Regulation**  
**(ATL-REG)**

**Measure 1: Curiosity and Initiative in Learning**

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**Measure 1: Curiosity and Initiative in Learning**

**Child explores the environment in increasingly focused ways to learn about people, things, materials and events**



## ATL - REG 1: Curiosity and Initiative in Learning

|                     |   |
|---------------------|---|
| Building Earlier    | Explores through simple observations, manipulations, or asking simple questions   |
| Building Middle     | Explores by engaging in specific observations, manipulations, or by asking specific questions   |
| Building Later      | Carries out simple investigations using familiar strategies, tools, or sources of information   |
| Integrating Earlier | Carries out multi-step investigations, using a variety of strategies, tools, or sources of information  |
| Integrating Middle  | Carries out experiments with things or materials, by systematically modifying actions and reacting to the results                                       |
| Integrating Later   | Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions |

ATL-REG 1



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ATL-REG 1



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ATL-REG 1



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**Developmental Domain**  
**Approaches to Learning - Self-Regulation**  
**(ATL-REG)**

**Measure 2: Self-Control of Feelings and Behavior**

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time



**Developmental Domain**  
**Approaches to Learning - Self-Regulation**  
**(ATL-REG)**

**Measure 2: Self-Control of Feelings and Behavior**

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**Measure 2: Self-Control of Feelings and Behavior**

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

## ATL - REG 2: Self-Control of Feelings and Behavior

|                     |   |
|---------------------|---|
| Building Earlier    | Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support |
| Building Middle     | Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed                    |
| Building Later      | Uses simple strategies to regulate own feelings or behaviors  |
| Integrating Earlier | Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors            |
| Integrating Middle  | Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively                                |
| Integrating Later   | Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success                                 |

ATL-REG 2



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## ATL - REG 2: Self-Control of Feelings and Behavior

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ATL-REG 2



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**Developmental Domain  
Approaches to Learning - Self-Regulation  
(ATL-REG)**

**Measure 3: Engagement and  
Persistence**

**Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult**



**Developmental Domain  
Approaches to Learning - Self-Regulation  
(ATL-REG)**

**Measure 3: Engagement and  
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Approaches to Learning - Self-Regulation  
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Persistence**

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### ATL - REG 3 Engagement and Persistence

|                     |  |
|---------------------|--|
| Building Earlier    | Continues self-selected activities with adult support, even though interest briefly shifts to other activities           |
| Building Middle     | Continues self-selected activities on own, seeking adult support to work through challenges                              |
| Building Later      | Works through challenges on own while engaged in self-selected activities  |
| Integrating Earlier | Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity |
| Integrating Middle  | Pursues simple multi-step activities, following the steps through to completion  |
| Integrating Later   | Completes complex multi-step activities, making and adjusting plans as needed  |

3

ATL-REG



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### ATL - REG 3 Engagement and Persistence

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3

ATL-REG



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**Developmental Domain**  
**Approaches to Learning - Self-Regulation**  
**(ATL-REG)**

**Measure 4: Shared Use of Space and Materials**

**Child develops the capacity to share the use of space and materials with others**



**Developmental Domain**  
**Approaches to Learning - Self-Regulation**  
**(ATL-REG)**

**Measure 4: Shared Use of Space and Materials**

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**Measure 4: Shared Use of Space and Materials**

**Child develops the capacity to share the use of space and materials with others**

## ATL - REG 4: Shared Use of Space and Materials

|                     |  |
|---------------------|--|
| Building Earlier    | Shows awareness that other children might want to use materials, by taking action to control the materials   |
| Building Middle     | Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children |
| Building Later      | Follows expectations or procedures for sharing, most of the time, without adult prompting  |
| Integrating Earlier | Offers to share space or materials with others in the absence of explicit expectations for sharing   |
| Integrating Middle  | Shows concern about everyone being treated fairly in collaborative activities with others  |
| Integrating Later   | Engages in sustained collaborative activities that involve mutual assistance   |

**4**

**ATL-REG**



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**4**

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**4**

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Developmental Domain

**Social and Emotional  
Development (SED)**

5 Measures

Developmental Domain

**Social and Emotional  
Development (SED)**

5 Measures

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5 Measures

Developmental Domain

**Social and Emotional  
Development (SED)**

5 Measures



**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 1: Identity of Self in Relations to Others**

**Child shows increasing awareness of self as distinct from and also related to others**



**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 1: Identity of Self in Relations to Others**

**Child shows increasing awareness of self as distinct from and also related to others**



**Developmental Domain  
Social and Emotional Development (SED)**

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**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 1: Identity of Self in Relations to Others**

**Child shows increasing awareness of self as distinct from and also related to others**

## SED 1: Identity of Self in Relation to Others

|                     |   |
|---------------------|---|
| Building Earlier    | Expresses simple ideas about self and connection to others  |
| Building Middle     | Describes self or others based on physical characteristics  |
| Building Later      | Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people |
| Integrating Earlier | Compares own preferences or feelings to those of others   |
| Integrating Middle  | Describes and compares self and others using personality characteristics  |
| Integrating Later   | Identifies and evaluates strengths and weaknesses by comparing self with others   |



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## SED 1: Identity of Self in Relation to Others

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**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 2: Social and Emotional  
Understanding**

**Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristic**



**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 2: Social and Emotional  
Understanding**

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**Developmental Domain  
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**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 2: Social and Emotional  
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**Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristic**

## SED 2: Social and Emotional Understanding

|                     |   |
|---------------------|---|
| Building Earlier    | Identifies own or others' feelings  |
| Building Middle     | Communicates, with adult assistance, about feelings that caused own behavior or others' behavior            |
| Building Later      | Communicates ideas about why one has a feeling or what will happen as a result of a feeling                 |
| Integrating Earlier | Communicates ideas about how own or another's personality affects how one thinks, feels, and acts           |
| Integrating Middle  | Compares people's personality traits; and Demonstrates consideration for the thoughts or feelings of others |
| Integrating Later   | Uses understanding of another's personality traits to explain and predict their behavior                    |



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**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 3: Relationships and Social Interactions with Familiar Adults**

**Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults**



**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 3: Relationships and Social Interactions with Familiar Adults**

**Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults**



**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 3: Relationships and Social Interactions with Familiar Adults**

**Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults**



**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 3: Relationships and Social Interactions with Familiar Adults**

**Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults**

### SED 3: Relationships and Social Interactions with Familar Adults

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems) |
| <b>Building Middle</b>     | Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child                                   |
| <b>Building Later</b>      | Takes initiative in creating cooperative activities with a familiar adult  |
| <b>Integrating Earlier</b> | Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems                        |
| <b>Integrating Middle</b>  | Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions                  |
| <b>Integrating Later</b>   | Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior  |



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### SED 3: Relationships and Social Interactions with Familar Adults

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|----------------------------|--|
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| <b>Building Middle</b>     | Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child                                   |
| <b>Building Later</b>      | Takes initiative in creating cooperative activities with a familiar adult  |
| <b>Integrating Earlier</b> | Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems                        |
| <b>Integrating Middle</b>  | Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions                  |
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**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 4: Relationships and Social Interactions with Peers**

**Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers**



**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 4: Relationships and Social Interactions with Peers**

**Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers**



**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 4: Relationships and Social Interactions with Peers**

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**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 4: Relationships and Social Interactions with Peers**

**Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers**



## SED 4: Relationships and Social Interactions with Peers

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays  |
| <b>Building Middle</b>     | Participates in extended episodes of cooperative play with one or two friends   |
| <b>Building Later</b>      | Initiates sustained episodes of cooperative play (including pretend play), particularly with friends  |
| <b>Integrating Earlier</b> | Organizes or participates in planning cooperative play activities with several peers, particularly with friends   |
| <b>Integrating Middle</b>  | Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way) |
| <b>Integrating Later</b>   | Explains own feelings, thoughts, and opinions to other children   |



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## SED 4: Relationships and Social Interactions with Peers

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|----------------------------|---|
| <b>Building Earlier</b>    | Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays  |
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| <b>Integrating Earlier</b> | Organizes or participates in planning cooperative play activities with several peers, particularly with friends   |
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**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 5: Symbolic and Sociodramatic  
Play**

**Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others**



**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 5: Symbolic and Sociodramatic  
Play**

**Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others**



**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 5: Symbolic and Sociodramatic  
Play**

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**Developmental Domain  
Social and Emotional Development (SED)**

**Measure 5: Symbolic and Sociodramatic  
Play**

**Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others**

## SED 5: Symbolic and Sociodramatic Play

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Engages in pretend-play sequences  |
| <b>Building Middle</b>     | Engages in pretend play with others around a shared idea   |
| <b>Building Later</b>      | Engages in roles in pretend-play sequences with others   |
| <b>Integrating Earlier</b> | Engages in pretend- play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea                        |
| <b>Integrating Middle</b>  | Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group  |
| <b>Integrating Later</b>   | Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line |



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## SED 5: Symbolic and Sociodramatic Play

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Engages in pretend-play sequences  |
| <b>Building Middle</b>     | Engages in pretend play with others around a shared idea   |
| <b>Building Later</b>      | Engages in roles in pretend-play sequences with others   |
| <b>Integrating Earlier</b> | Engages in pretend- play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea                        |
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Developmental Domain

**Language and Literacy  
Development (LLD)**

10 Measures

Developmental Domain

**Language and Literacy  
Development (LLD)**

10 Measures

Developmental Domain

**Language and Literacy  
Development (LLD)**

10 Measures

Developmental Domain

**Language and Literacy  
Development (LLD)**

10 Measures



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 1: Understanding of Language  
(Receptive)**

Child understands increasingly complex communication and language



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 1: Understanding of Language  
(Receptive)**

Child understands increasingly complex communication and language



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 1: Understanding of Language  
(Receptive)**

Child understands increasingly complex communication and language



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 1: Understanding of Language  
(Receptive)**

Child understands increasingly complex communication and language

## LLD 1: Understanding of Language (Receptive)

|                     |  |
|---------------------|--|
| Building Earlier    | Shows understanding of a wide variety of phrases or sentences  |
| Building Middle     | Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities                |
| Building Later      | Shows understanding of language that refers to abstract concepts, including imaginary events   |
| Integrating Earlier | Shows understanding of a series of complex statements that explain how or why things happen  |
| Integrating Middle  | Shows understanding that language can be used to express different intentions; and Demonstrates understanding of word play, jokes, and riddles |
| Integrating Later   | Demonstrates understanding of common figurative language such as idioms, metaphors, and similes  |



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**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 2: Responsiveness to Language**

Child communicates or acts in response to language and responds to increasingly complex language



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 2: Responsiveness to Language**

Child communicates or acts in response to language and responds to increasingly complex language



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 2: Responsiveness to Language**

Child communicates or acts in response to language and responds to increasingly complex language



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 2: Responsiveness to Language**

Child communicates or acts in response to language and responds to increasingly complex language



## LLD 2: Responsiveness to Language

|                     |   |
|---------------------|---|
| Building Earlier    | Responds to one-step requests or questions involving an action that will happen right away  |
| Building Middle     | Carries out a one-step request that relates to a new or an unfamiliar activity or situation   |
| Building Later      | Carries out multi-step requests that involve a familiar activity or routine   |
| Integrating Earlier | Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept  |
| Integrating Middle  | Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions  |
| Integrating Later   | Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game) |



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**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 3: Communication and Use of  
Language (Expressive)**

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 3: Communication and Use of  
Language (Expressive)**

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 3: Communication and Use of  
Language (Expressive)**

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 3: Communication and Use of  
Language (Expressive)**

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences

### LLD 3: Communication and Use of Language (Expressive)

|                     |   |
|---------------------|---|
| Building Earlier    | Uses short phrases or sentences of more than two words to communicate   |
| Building Middle     | Uses short sentences that contain nouns, verbs, adjectives and recently encountered vocabulary, to communicate  |
| Building Later      | Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors |
| Integrating Earlier | Combines phrases and sentences with a variety of word forms to communicate ideas, to describe people, objects, or events  |
| Integrating Middle  | Uses much of the grammar of adult-like speech, sometimes with grammatical errors; and Adapts own speech to the level of the listener                                  |
| Integrating Later   | Uses most of the grammar of adult-like speech; and Converses about a broad range of abstract ideas and concepts   |



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### LLD 3: Communication and Use of Language (Expressive)

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**Developmental Domain**  
**Language and Literacy Development (LLD)**

## Measure 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations\*

*\* Conversations can include communication using sign language or alternative communications*



**Developmental Domain**  
**Language and Literacy Development (LLD)**

## Measure 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations\*

*\* Conversations can include communication using sign language or alternative communications*



**Developmental Domain**  
**Language and Literacy Development (LLD)**

## Measure 4: Reciprocal Communication and Conversation

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**Language and Literacy Development (LLD)**

## Measure 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations\*

*\* Conversations can include communication using sign language or alternative communications*

## LLD 4: Reciprocal Communication and Conversation

|                     |   |
|---------------------|---|
| Building Earlier    | Engages in brief back-and-forth communication, using short phrases and sentences  |
| Building Middle     | Engages in brief conversations with a shared focus  |
| Building Later      | Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas  |
| Integrating Earlier | Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas   |
| Integrating Middle  | Builds on both concrete and abstract ideas of others during extended conversations  |
| Integrating Later   | Seeks additional information during extended conversations in order to understand and build on the ideas of others; and Displays appropriate turn taking and social conventions of conversation |



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## LLD 4: Reciprocal Communication and Conversation

|                     |   |
|---------------------|---|
| Building Earlier    | Engages in brief back-and-forth communication, using short phrases and sentences  |
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**Developmental Domain**  
**Language and Literacy Development (LLD)**

### Measure 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways



**Developmental Domain**  
**Language and Literacy Development (LLD)**

### Measure 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways



**Developmental Domain**  
**Language and Literacy Development (LLD)**

### Measure 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways



**Developmental Domain**  
**Language and Literacy Development (LLD)**

### Measure 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

## LLD 5: Interest in Literacy

|                     |   |
|---------------------|---|
| Building Earlier    | Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult |
| Building Middle     | Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games                                     |
| Building Later      | Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story   |
| Integrating Earlier | Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests   |
| Integrating Middle  | Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts   |
| Integrating Later   | Engages in independent and shared book reading; and Uses text to research topics of interest; and Participates in adult-led discussions exploring literature      |



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## LLD 5: Interest in Literacy

|                     |   |
|---------------------|---|
| Building Earlier    | Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult |
| Building Middle     | Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games                                     |
| Building Later      | Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story   |
| Integrating Earlier | Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests   |
| Integrating Middle  | Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts   |
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| Building Middle     | Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games                                     |
| Building Later      | Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story   |
| Integrating Earlier | Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests   |
| Integrating Middle  | Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts   |
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| Building Middle     | Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games                                     |
| Building Later      | Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story   |
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**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 6: Comprehension of Age-Appropriate Text**

Child develops capacity to understand details and ideas from age-appropriate text presented by adults



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 6: Comprehension of Age-Appropriate Text**

Child develops capacity to understand details and ideas from age-appropriate text presented by adults



**Developmental Domain**  
**Language and Literacy Development (LLD)**

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**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 6: Comprehension of Age-Appropriate Text**

Child develops capacity to understand details and ideas from age-appropriate text presented by adults



## LLD 6: Comprehension of Age-Appropriate Text

|                     |   |
|---------------------|---|
| Building Earlier    | Makes comments or asks questions about text presented in books or the environment   |
| Building Middle     | Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text                                       |
| Building Later      | Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events, cause and effect        |
| Integrating Earlier | Demonstrates understanding of narrative & informational text by summarizing, comparing, or making inferences about people, objects, or events |
| Integrating Middle  | Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning            |
| Integrating Later   | Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension      |



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## LLD 6: Comprehension of Age-Appropriate Text

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**Developmental Domain**  
**Language and Literacy Development (LLD)**

## Measure 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning



**Developmental Domain**  
**Language and Literacy Development (LLD)**

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**Language and Literacy Development (LLD)**

## Measure 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning

## LLD 7: Concepts About Print

|                     |   |
|---------------------|---|
| Building Earlier    | Demonstrates awareness of the way books are handled   |
| Building Middle     | Demonstrates understanding that print and symbols carry meaning   |
| Building Later      | Demonstrates understanding of how to follow print on a page of text   |
| Integrating Earlier | Demonstrates understanding that print is organized into units, such as letters, sounds, and words                                       |
| Integrating Middle  | Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information         |
| Integrating Later   | Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation |



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## LLD 7: Concepts About Print

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| Building Earlier    | Demonstrates awareness of the way books are handled   |
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**Developmental Domain**  
**Language and Literacy Development (LLD)**

## Measure 8: Phonological Awareness

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language



**Developmental Domain**  
**Language and Literacy Development (LLD)**

## Measure 8: Phonological Awareness

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language



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**Language and Literacy Development (LLD)**

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**Language and Literacy Development (LLD)**

## Measure 8: Phonological Awareness

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language

## LLD 8: Phonological Awareness

|                     |  |
|---------------------|--|
| Building Earlier    | Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats nursery rhymes  |
| Building Middle     | Demonstrates awareness of larger units of language (e.g., words, syllables)  |
| Building Later      | Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; and Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects |
| Integrating Earlier | Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects; and Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects                     |
| Integrating Middle  | Matches initial and final sounds of words; and Segments and blends initial and final phonemes of words   |
| Integrating Later   | Isolates the initial sound, middle vowel, and final sound in three- phoneme (consonant-vowel- consonant) words   |



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## LLD 8: Phonological Awareness

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| Building Earlier    | Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats nursery rhymes  |
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**Developmental Domain**  
**Language and Literacy Development (LLD)**

## Measure 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words



**Developmental Domain**  
**Language and Literacy Development (LLD)**

## Measure 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words



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**Language and Literacy Development (LLD)**

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**Language and Literacy Development (LLD)**

## Measure 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words

## LLD 9: Letter and Word Knowledge

|                     |   |
|---------------------|---|
| Building Earlier    | Demonstrates awareness of a few letters in the environment  |
| Building Middle     | Identifies some letters by name   |
| Building Later      | Identifies ten or more letters (not necessarily at the same time); and Shows understanding that letters make up words   |
| Integrating Earlier | Identifies most uppercase letters and most lowercase letters (not necessarily at the same time); and Shows understanding that letters correspond to sounds in words   |
| Integrating Middle  | Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels; and Identifies frequently-used words (e.g., the, of, is, to, you, she, my) |
| Integrating Later   | Assembles or splits apart words to make new words; and Identifies both short vowel sounds and long vowel sounds for most vowels   |

LLD 9  


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## LLD 9: Letter and Word Knowledge

|                     |   |
|---------------------|---|
| Building Earlier    | Demonstrates awareness of a few letters in the environment  |
| Building Middle     | Identifies some letters by name   |
| Building Later      | Identifies ten or more letters (not necessarily at the same time); and Shows understanding that letters make up words   |
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LLD 9  


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**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 10: Emergent Writing**

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 10: Emergent Writing**

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning



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**Language and Literacy Development (LLD)**

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Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning



**Developmental Domain**  
**Language and Literacy Development (LLD)**

**Measure 10: Emergent Writing**

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning



## LLD 10: Emergent Writing

|                     |  |
|---------------------|--|
| Building Earlier    | Makes scribble marks or simple drawings that represent people, things, or events   |
| Building Middle     | Writes letter-like shapes or a few letters to represent own name or words  |
| Building Later      | Writes own name, but may make errors   |
| Integrating Earlier | Writes several words or a few simple phrases, but may make errors  |
| Integrating Middle  | Writes and composes simple sentences to communicate ideas to others  |
| Integrating Later   | Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events |

10

LLD



## LLD 10: Emergent Writing

|                     |  |
|---------------------|--|
| Building Earlier    | Makes scribble marks or simple drawings that represent people, things, or events   |
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LLD



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LLD



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10

LLD



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Developmental Domain

**English Language  
Development**

4 Measures

Developmental Domain

**English Language  
Development**

4 Measures

Developmental Domain

**English Language  
Development**

4 Measures

Developmental Domain

**English Language  
Development**

4 Measures



**Developmental Domain  
English Language Development (ELD)**

**Measure 1: Comprehension of English  
(Receptive English)**

**Child is progressing toward fluency in  
understanding English**



**Developmental Domain  
English Language Development (ELD)**

**Measure 1: Comprehension of English  
(Receptive English)**

**Child is progressing toward fluency in  
understanding English**



**Developmental Domain  
English Language Development (ELD)**

**Measure 1: Comprehension of English  
(Receptive English)**

**Child is progressing toward fluency in  
understanding English**



**Developmental Domain  
English Language Development (ELD)**

**Measure 1: Comprehension of English  
(Receptive English)**

**Child is progressing toward fluency in  
understanding English**

## ELD 1: Comprehension of English

|                            |  |
|----------------------------|--|
| <b>Discovering English</b> | Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)                     |
| <b>Exploring English</b>   | Attends to interactions and sometimes participates in activities conducted in English; and Shows understanding of a few common English words in familiar contexts or routines                    |
| <b>Developing English</b>  | Shows understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language nonverbal cues, or both      |
| <b>Building English</b>    | Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both |
| <b>Integrating English</b> | Shows understanding of most information and concepts communicated in English for both instructional and social purposes  |



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|                            |  |
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**Developmental Domain  
English Language Development (ELD)**

**Measure 2: Self-Expression in English  
(Expressive English)**

**Child shows increasing progress toward fluency in speaking English**



**Developmental Domain  
English Language Development (ELD)**

**Measure 2: Self-Expression in English  
(Expressive English)**

**Child shows increasing progress toward fluency in speaking English**



**Developmental Domain  
English Language Development (ELD)**

**Measure 2: Self-Expression in English  
(Expressive English)**

**Child shows increasing progress toward fluency in speaking English**



**Developmental Domain  
English Language Development (ELD)**

**Measure 2: Self-Expression in English  
(Expressive English)**

**Child shows increasing progress toward fluency in speaking English**

## ELD 2: Self-Expression in English

|                            |  |
|----------------------------|--|
| <b>Discovering English</b> | Communicates in home language or nonverbally, or both  |
| <b>Exploring English</b>   | Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English   |
| <b>Developing English</b>  | Communicates in English, using single words and common phrases (may mix English with home language)  |
| <b>Building English</b>    | Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)  |
| <b>Integrating English</b> | Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language) |



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## ELD 2: Self-Expression in English

|                            |  |
|----------------------------|--|
| <b>Discovering English</b> | Communicates in home language or nonverbally, or both  |
| <b>Exploring English</b>   | Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English   |
| <b>Developing English</b>  | Communicates in English, using single words and common phrases (may mix English with home language)  |
| <b>Building English</b>    | Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)  |
| <b>Integrating English</b> | Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language) |



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## ELD 2: Self-Expression in English

|                            |  |
|----------------------------|--|
| <b>Discovering English</b> | Communicates in home language or nonverbally, or both  |
| <b>Exploring English</b>   | Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English   |
| <b>Developing English</b>  | Communicates in English, using single words and common phrases (may mix English with home language)  |
| <b>Building English</b>    | Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)  |
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## ELD 2: Self-Expression in English

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| <b>Integrating English</b> | Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language) |



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**Developmental Domain  
English Language Development (ELD)**

**Measure 3: Understanding and  
Response to English Literacy Activities**

**Child shows an increasing understanding of and  
response to books, stories, songs, and poems  
presented in English**



**Developmental Domain  
English Language Development (ELD)**

**Measure 3: Understanding and  
Response to English Literacy Activities**

**Child shows an increasing understanding of and  
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**Developmental Domain  
English Language Development (ELD)**

**Measure 3: Understanding and  
Response to English Literacy Activities**

**Child shows an increasing understanding of and  
response to books, stories, songs, and poems  
presented in English**



### ELD 3: Understanding & Response to English Literacy Activities

|                            |  |
|----------------------------|--|
| <b>Discovering English</b> | Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support   |
| <b>Exploring English</b>   | Uses home language, gestures, or single words in English to show understanding of literacy activities in English   |
| <b>Developing English</b>  | Uses simple words and short phrases in English (often uses actions; may mix English with home language) to communicate understanding about a book, story, song, or poem told or read in English          |
| <b>Building English</b>    | Uses words and phrases in English (sometimes uses actions; may mix English with home language) to communicate understanding about key ideas of a book, story, song, or poem told or read in English      |
| <b>Integrating English</b> | Uses elaborated English phrases with a variety of vocabulary and grammatical structures (may mix English with home language) to communicate understanding of the content of a book, story, song, or poem |



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### ELD 3: Understanding & Response to English Literacy Activities

|                            |  |
|----------------------------|--|
| <b>Discovering English</b> | Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support   |
| <b>Exploring English</b>   | Uses home language, gestures, or single words in English to show understanding of literacy activities in English   |
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### ELD 3: Understanding & Response to English Literacy Activities

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| <b>Building English</b>    | Uses words and phrases in English (sometimes uses actions; may mix English with home language) to communicate understanding about key ideas of a book, story, song, or poem told or read in English      |
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### ELD 3: Understanding & Response to English Literacy Activities

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| <b>Discovering English</b> | Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support   |
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| <b>Integrating English</b> | Uses elaborated English phrases with a variety of vocabulary and grammatical structures (may mix English with home language) to communicate understanding of the content of a book, story, song, or poem |



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**Developmental Domain  
English Language Development (ELD)**

**Measure 4: Symbol, Letter and Print  
Knowledge in English**

**Child shows an increasing understanding that  
print in English carries meaning**



**Developmental Domain  
English Language Development (ELD)**

**Measure 4: Symbol, Letter and Print  
Knowledge in English**

**Child shows an increasing understanding that  
print in English carries meaning**



**Developmental Domain  
English Language Development (ELD)**

**Measure 4: Symbol, Letter and Print  
Knowledge in English**

**Child shows an increasing understanding that  
print in English carries meaning**



**Developmental Domain  
English Language Development (ELD)**

**Measure 4: Symbol, Letter and Print  
Knowledge in English**

**Child shows an increasing understanding that  
print in English carries meaning**

## ELD 4: Symbol, Letter and Print Knowledge in English

|                            |   |
|----------------------------|---|
| <b>Discovering English</b> | Demonstrates awareness that symbols carry meaning or that print in home language carries meaning        |
| <b>Exploring English</b>   | Demonstrates awareness that print in English carries meaning  |
| <b>Developing English</b>  | Demonstrates understanding that English print consists of distinct letters with names in English        |
| <b>Building English</b>    | Identifies several English letters; and, Recognizes own name in English print                           |
| <b>Integrating English</b> | Identifies at least ten English letters; and, Identifies a few printed words frequently used in English |

**4**

**ELD**



## ELD 4: Symbol, Letter and Print Knowledge in English

|                            |   |
|----------------------------|---|
| <b>Discovering English</b> | Demonstrates awareness that symbols carry meaning or that print in home language carries meaning        |
| <b>Exploring English</b>   | Demonstrates awareness that print in English carries meaning  |
| <b>Developing English</b>  | Demonstrates understanding that English print consists of distinct letters with names in English        |
| <b>Building English</b>    | Identifies several English letters; and, Recognizes own name in English print                           |
| <b>Integrating English</b> | Identifies at least ten English letters; and, Identifies a few printed words frequently used in English |

**4**

**ELD**



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## ELD 4: Symbol, Letter and Print Knowledge in English

|                            |   |
|----------------------------|---|
| <b>Discovering English</b> | Demonstrates awareness that symbols carry meaning or that print in home language carries meaning        |
| <b>Exploring English</b>   | Demonstrates awareness that print in English carries meaning  |
| <b>Developing English</b>  | Demonstrates understanding that English print consists of distinct letters with names in English        |
| <b>Building English</b>    | Identifies several English letters; and, Recognizes own name in English print                           |
| <b>Integrating English</b> | Identifies at least ten English letters; and, Identifies a few printed words frequently used in English |

**4**

**ELD**



## ELD 4: Symbol, Letter and Print Knowledge in English

|                            |   |
|----------------------------|---|
| <b>Discovering English</b> | Demonstrates awareness that symbols carry meaning or that print in home language carries meaning        |
| <b>Exploring English</b>   | Demonstrates awareness that print in English carries meaning  |
| <b>Developing English</b>  | Demonstrates understanding that English print consists of distinct letters with names in English        |
| <b>Building English</b>    | Identifies several English letters; and, Recognizes own name in English print                           |
| <b>Integrating English</b> | Identifies at least ten English letters; and, Identifies a few printed words frequently used in English |

**4**

**ELD**



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Developmental Domain

**Cognition Including Math  
and Science (COG:MATH)**

6 Math Measures

Developmental Domain

**Cognition Including Math  
and Science (COG:MATH)**

6 Math Measures

Developmental Domain

**Cognition Including Math  
and Science (COG:MATH)**

6 Math Measures

Developmental Domain

**Cognition Including Math  
and Science (COG:MATH)**

6 Math Measures



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 1: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 1: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 1: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 1: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes

## COG: MATH 1: Classification

|                     |  |
|---------------------|--|
| Building Earlier    | Sorts objects into two groups based on one attribute, but not always accurately  |
| Building Middle     | Sorts objects accurately into two or more groups based on one attribute  |
| Building Later      | Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups          |
| Integrating Earlier | Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute |
| Integrating Middle  | Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups                                       |
| Integrating Later   | Sorts objects to gather and organize information, compares the groups of objects, and interprets the information   |

COG:MATH 1

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## COG: MATH 1: Classification

|                     |  |
|---------------------|--|
| Building Earlier    | Sorts objects into two groups based on one attribute, but not always accurately  |
| Building Middle     | Sorts objects accurately into two or more groups based on one attribute  |
| Building Later      | Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups          |
| Integrating Earlier | Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute |
| Integrating Middle  | Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups                                       |
| Integrating Later   | Sorts objects to gather and organize information, compares the groups of objects, and interprets the information   |

COG:MATH 1

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## COG: MATH 1: Classification

|                     |  |
|---------------------|--|
| Building Earlier    | Sorts objects into two groups based on one attribute, but not always accurately  |
| Building Middle     | Sorts objects accurately into two or more groups based on one attribute  |
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| Integrating Middle  | Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups                                       |
| Integrating Later   | Sorts objects to gather and organize information, compares the groups of objects, and interprets the information   |

COG:MATH 1

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## COG: MATH 1: Classification

|                     |  |
|---------------------|--|
| Building Earlier    | Sorts objects into two groups based on one attribute, but not always accurately  |
| Building Middle     | Sorts objects accurately into two or more groups based on one attribute  |
| Building Later      | Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups          |
| Integrating Earlier | Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute |
| Integrating Middle  | Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups                                       |
| Integrating Later   | Sorts objects to gather and organize information, compares the groups of objects, and interprets the information   |

COG:MATH 1

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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 2: Number Sense of Quantity

Child shows developing understanding of number and quantity



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 2: Number Sense of Quantity

Child shows developing understanding of number and quantity



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 2: Number Sense of Quantity

Child shows developing understanding of number and quantity



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 2: Number Sense of Quantity

Child shows developing understanding of number and quantity



## COG: MATH 2: Number Sense of Quantity

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Identifies small quantities without counting, up to three   |
| <b>Building Middle</b>     | Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten  |
| <b>Building Later</b>      | Shows understanding that the last number counted is the total number of objects in the group  |
| <b>Integrating Earlier</b> | Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20   |
| <b>Integrating Middle</b>  | Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one to one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20 |
| <b>Integrating Later</b>   | Counts beyond 100, starting at any given number; and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100   |

COG:MATH 2



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## COG: MATH 2: Number Sense of Quantity

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Identifies small quantities without counting, up to three   |
| <b>Building Middle</b>     | Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten  |
| <b>Building Later</b>      | Shows understanding that the last number counted is the total number of objects in the group  |
| <b>Integrating Earlier</b> | Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20   |
| <b>Integrating Middle</b>  | Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one to one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20 |
| <b>Integrating Later</b>   | Counts beyond 100, starting at any given number; and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100   |

COG:MATH 2



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## COG: MATH 2: Number Sense of Quantity

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Identifies small quantities without counting, up to three   |
| <b>Building Middle</b>     | Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten  |
| <b>Building Later</b>      | Shows understanding that the last number counted is the total number of objects in the group  |
| <b>Integrating Earlier</b> | Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20   |
| <b>Integrating Middle</b>  | Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one to one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20 |
| <b>Integrating Later</b>   | Counts beyond 100, starting at any given number; and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100   |

COG:MATH 2



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## COG: MATH 2: Number Sense of Quantity

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Identifies small quantities without counting, up to three   |
| <b>Building Middle</b>     | Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten  |
| <b>Building Later</b>      | Shows understanding that the last number counted is the total number of objects in the group  |
| <b>Integrating Earlier</b> | Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20   |
| <b>Integrating Middle</b>  | Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one to one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20 |
| <b>Integrating Later</b>   | Counts beyond 100, starting at any given number; and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100   |

COG:MATH 2



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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

### Math Measure 3: Number Sense of Math Operations

Child shows increasing ability to add and subtract small quantities of objects



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

### Math Measure 3: Number Sense of Math Operations

Child shows increasing ability to add and subtract small quantities of objects



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

### Math Measure 3: Number Sense of Math Operations

Child shows increasing ability to add and subtract small quantities of objects



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

### Math Measure 3: Number Sense of Math Operations

Child shows increasing ability to add and subtract small quantities of objects

### COG: MATH 3: Number Sense of Math Operations

|                     |  |
|---------------------|--|
| Building Earlier    | Attends to or explores changes in numbers of objects   |
| Building Middle     | Identifies the new number of objects after one object is added to or removed from a set of two or three objects  |
| Building Later      | Uses counting to add or subtract one or two objects to or from a group of at least four objects  |
| Integrating Earlier | Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation  |
| Integrating Middle  | Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and Demonstrates understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., $7=5+2$ ; $7=6+1$ ) |
| Integrating Later   | Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction          |

COG:MATH 3



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### COG: MATH 3: Number Sense of Math Operations

|                     |  |
|---------------------|--|
| Building Earlier    | Attends to or explores changes in numbers of objects   |
| Building Middle     | Identifies the new number of objects after one object is added to or removed from a set of two or three objects  |
| Building Later      | Uses counting to add or subtract one or two objects to or from a group of at least four objects  |
| Integrating Earlier | Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation  |
| Integrating Middle  | Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and Demonstrates understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., $7=5+2$ ; $7=6+1$ ) |
| Integrating Later   | Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction          |

COG:MATH 3



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### COG: MATH 3: Number Sense of Math Operations

|                     |  |
|---------------------|--|
| Building Earlier    | Attends to or explores changes in numbers of objects   |
| Building Middle     | Identifies the new number of objects after one object is added to or removed from a set of two or three objects  |
| Building Later      | Uses counting to add or subtract one or two objects to or from a group of at least four objects  |
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COG:MATH 3



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### COG: MATH 3: Number Sense of Math Operations

|                     |  |
|---------------------|--|
| Building Earlier    | Attends to or explores changes in numbers of objects   |
| Building Middle     | Identifies the new number of objects after one object is added to or removed from a set of two or three objects  |
| Building Later      | Uses counting to add or subtract one or two objects to or from a group of at least four objects  |
| Integrating Earlier | Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation  |
| Integrating Middle  | Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and Demonstrates understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., $7=5+2$ ; $7=6+1$ ) |
| Integrating Later   | Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction          |

COG:MATH 3



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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 4: Measurement

Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 4: Measurement

Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 4: Measurement

Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 4: Measurement

Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties

## COG: MATH 4: Measurement

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties   |
| <b>Building Middle</b>     | Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words                                       |
| <b>Building Later</b>      | Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)   |
| <b>Integrating Earlier</b> | Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks) |
| <b>Integrating Middle</b>  | Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units                                     |
| <b>Integrating Later</b>   | Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units   |

COG:MATH 4



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## COG: MATH 4: Measurement

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties   |
| <b>Building Middle</b>     | Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words                                       |
| <b>Building Later</b>      | Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)   |
| <b>Integrating Earlier</b> | Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks) |
| <b>Integrating Middle</b>  | Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units                                     |
| <b>Integrating Later</b>   | Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units   |

COG:MATH 4



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## COG: MATH 4: Measurement

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties   |
| <b>Building Middle</b>     | Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words                                       |
| <b>Building Later</b>      | Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)   |
| <b>Integrating Earlier</b> | Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks) |
| <b>Integrating Middle</b>  | Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units                                     |
| <b>Integrating Later</b>   | Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units   |

COG:MATH 4



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## COG: MATH 4: Measurement

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties   |
| <b>Building Middle</b>     | Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words                                       |
| <b>Building Later</b>      | Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)   |
| <b>Integrating Earlier</b> | Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks) |
| <b>Integrating Middle</b>  | Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units                                     |
| <b>Integrating Later</b>   | Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units   |

COG:MATH 4



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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 5: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 5: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 5: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 5: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity

## COG: MATH 5: Patterning

|                     |  |
|---------------------|--|
| Building Earlier    | Matches simple sequences that are seen, heard, or experienced  |
| Building Middle     | Attempts to create simple repeating patterns (with two elements)   |
| Building Later      | Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern  |
| Integrating Earlier | Creates, copies, or extends complex patterns (with three or more elements)   |
| Integrating Middle  | Identifies smallest repeating unit of the pattern; and Translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement) |
| Integrating Later   | Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions   |

COG:MATH 5



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## COG: MATH 5: Patterning

|                     |  |
|---------------------|--|
| Building Earlier    | Matches simple sequences that are seen, heard, or experienced  |
| Building Middle     | Attempts to create simple repeating patterns (with two elements)   |
| Building Later      | Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern  |
| Integrating Earlier | Creates, copies, or extends complex patterns (with three or more elements)   |
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COG:MATH 5



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## COG: MATH 5: Patterning

|                     |  |
|---------------------|--|
| Building Earlier    | Matches simple sequences that are seen, heard, or experienced  |
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COG:MATH 5



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## COG: MATH 5: Patterning

|                     |  |
|---------------------|--|
| Building Earlier    | Matches simple sequences that are seen, heard, or experienced  |
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COG:MATH 5



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**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics



**Developmental Domain**  
**Cognition: Math (COG: MATH)**

## Math Measure 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics



## COG: MATH 6: Shapes

|                     |  |
|---------------------|--|
| Building Earlier    | Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them   |
| Building Middle     | Identifies or names several shapes in the environment (e.g., circles, squares, triangles)  |
| Building Later      | Recognizes shapes when they are presented in different orientations or as parts of other objects   |
| Integrating Earlier | Describes several shapes and the differences between them  |
| Integrating Middle  | Names, describes and compares a variety of two-dimensional shapes in different sizes and orientations (including rectangle and hexagon), and some three-dimensional shapes (e.g., cylinder, cubes) |
| Integrating Later   | Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and Creates representations of shapes based on knowledge of defining attributes                      |



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## COG: MATH 6: Shapes

|                     |  |
|---------------------|--|
| Building Earlier    | Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them   |
| Building Middle     | Identifies or names several shapes in the environment (e.g., circles, squares, triangles)  |
| Building Later      | Recognizes shapes when they are presented in different orientations or as parts of other objects   |
| Integrating Earlier | Describes several shapes and the differences between them  |
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## COG: MATH 6: Shapes

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|---------------------|--|
| Building Earlier    | Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them   |
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## COG: MATH 6: Shapes

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| Integrating Later   | Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and Creates representations of shapes based on knowledge of defining attributes                      |



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Developmental Domain

**Cognition Including Math  
and Science (COG:SCI)**

4 Science Measures

Developmental Domain

**Cognition Including Math  
and Science (COG:SCI)**

4 Science Measures

Developmental Domain

**Cognition Including Math  
and Science (COG:SCI)**

4 Science Measures

Developmental Domain

**Cognition Including Math  
and Science (COG:SCI)**

4 Science Measures



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

## Science Measure 1: Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

## Science Measure 1: Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

## Science Measure 1: Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

## Science Measure 1: Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect

## COG: SCI 1: Cause and Effect

|                     |   |
|---------------------|---|
| Building Earlier    | Acts on objects to cause a specific result  |
| Building Middle     | Acts in ways that take into account an anticipated result   |
| Building Later      | Offers possible explanations for why certain actions or behaviors result in specific effects  |
| Integrating Earlier | Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results                     |
| Integrating Middle  | Shows understanding that effects may arise from causes that are not easily perceived or that actions can cause an effect that causes another effect |
| Integrating Later   | Conducts investigations to gather evidence to support ideas about causes of observable events   |

COG:SCI 1



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## COG: SCI 1: Cause and Effect

|                     |   |
|---------------------|---|
| Building Earlier    | Acts on objects to cause a specific result  |
| Building Middle     | Acts in ways that take into account an anticipated result   |
| Building Later      | Offers possible explanations for why certain actions or behaviors result in specific effects  |
| Integrating Earlier | Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results                     |
| Integrating Middle  | Shows understanding that effects may arise from causes that are not easily perceived or that actions can cause an effect that causes another effect |
| Integrating Later   | Conducts investigations to gather evidence to support ideas about causes of observable events   |

COG:SCI 1



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## COG: SCI 1: Cause and Effect

|                     |   |
|---------------------|---|
| Building Earlier    | Acts on objects to cause a specific result  |
| Building Middle     | Acts in ways that take into account an anticipated result   |
| Building Later      | Offers possible explanations for why certain actions or behaviors result in specific effects  |
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COG:SCI 1



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## COG: SCI 1: Cause and Effect

|                     |   |
|---------------------|---|
| Building Earlier    | Acts on objects to cause a specific result  |
| Building Middle     | Acts in ways that take into account an anticipated result   |
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| Integrating Later   | Conducts investigations to gather evidence to support ideas about causes of observable events   |

COG:SCI 1



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**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

**Science Measure 2: Inquiry Through  
Observation and Investigation**

Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

**Science Measure 2: Inquiry Through  
Observation and Investigation**

Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

**Science Measure 2: Inquiry Through  
Observation and Investigation**

Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

**Science Measure 2: Inquiry Through  
Observation and Investigation**

Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them

## COG: SCI 2: Inquiry Through Observation and Investigation

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Engages in sustained explorations   |
| <b>Building Middle</b>     | Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions   |
| <b>Building Later</b>      | Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time) |
| <b>Integrating Earlier</b> | Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest  |
| <b>Integrating Middle</b>  | Uses information from resources (e.g., print or digital) to expand on observations and investigations to answer specific questions of interest on scientific topics                                   |
| <b>Integrating Later</b>   | Conducts systematic observations and investigations to collect data that provide evidence to answer specific questions on scientific topics   |

COG:SCI 2



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## COG: SCI 2: Inquiry Through Observation and Investigation

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Engages in sustained explorations   |
| <b>Building Middle</b>     | Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions   |
| <b>Building Later</b>      | Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time) |
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COG:SCI 2



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## COG: SCI 2: Inquiry Through Observation and Investigation

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Engages in sustained explorations   |
| <b>Building Middle</b>     | Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions   |
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COG:SCI 2



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## COG: SCI 2: Inquiry Through Observation and Investigation

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Engages in sustained explorations   |
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| <b>Integrating Later</b>   | Conducts systematic observations and investigations to collect data that provide evidence to answer specific questions on scientific topics   |

COG:SCI 2



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**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

**Science Measure 3: Documentation and  
Communication of Inquiry**

Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

**Science Measure 3: Documentation and  
Communication of Inquiry**

Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

**Science Measure 3: Documentation and  
Communication of Inquiry**

Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

**Science Measure 3: Documentation and  
Communication of Inquiry**

Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others



## COG: SCI 3: Documentation and Communication of Inquiry

|                     |   |
|---------------------|---|
| Building Earlier    | Communicates similarities or differences in the characteristics of objects  |
| Building Middle     | Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations  |
| Building Later      | Includes details when recording observations or investigations  |
| Integrating Earlier | Participates in recording detailed information by tallying, charting, graphing, making complex drawings; and Communicates about findings, related ideas, or simple explanations |
| Integrating Middle  | Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others  |
| Integrating Later   | Constructs thoughtful explanations based on recorded evidence and communicates explanations to others   |

COG:SCI 3



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## COG: SCI 3: Documentation and Communication of Inquiry

|                     |   |
|---------------------|---|
| Building Earlier    | Communicates similarities or differences in the characteristics of objects  |
| Building Middle     | Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations  |
| Building Later      | Includes details when recording observations or investigations  |
| Integrating Earlier | Participates in recording detailed information by tallying, charting, graphing, making complex drawings; and Communicates about findings, related ideas, or simple explanations |
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COG:SCI 3



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## COG: SCI 3: Documentation and Communication of Inquiry

|                     |   |
|---------------------|---|
| Building Earlier    | Communicates similarities or differences in the characteristics of objects  |
| Building Middle     | Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations  |
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COG:SCI 3



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## COG: SCI 3: Documentation and Communication of Inquiry

|                     |   |
|---------------------|---|
| Building Earlier    | Communicates similarities or differences in the characteristics of objects  |
| Building Middle     | Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations  |
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| Integrating Middle  | Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others  |
| Integrating Later   | Constructs thoughtful explanations based on recorded evidence and communicates explanations to others   |

COG:SCI 3



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**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

## Science Measure 4: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

## Science Measure 4: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

## Science Measure 4: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics



**Developmental Domain**  
**Cognition: Science (COG:SCIENCE)**

## Science Measure 4: Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics

## COG: SCI 4: Knowledge of the Natural World

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)   |
| <b>Building Middle</b>     | Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)  |
| <b>Building Later</b>      | Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)  |
| <b>Integrating Earlier</b> | Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)                              |
| <b>Integrating Middle</b>  | Demonstrates knowledge of what living things (plants, animals, and humans) need to survive; and Demonstrates knowledge of the relationship between what living things need to survive and where they live  |
| <b>Integrating Later</b>   | Demonstrates knowledge of patterns that can be predicted in living things (e.g., lifecycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky) |

COG:SCI 4



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## COG: SCI 4: Knowledge of the Natural World

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)   |
| <b>Building Middle</b>     | Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)  |
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COG:SCI 4



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## COG: SCI 4: Knowledge of the Natural World

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)   |
| <b>Building Middle</b>     | Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)  |
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| <b>Integrating Later</b>   | Demonstrates knowledge of patterns that can be predicted in living things (e.g., lifecycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky) |

COG:SCI 4



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## COG: SCI 4: Knowledge of the Natural World

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)   |
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| <b>Integrating Later</b>   | Demonstrates knowledge of patterns that can be predicted in living things (e.g., lifecycle, similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky) |

COG:SCI 4



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Developmental Domain

**Physical Development (PD)**

4 Measures

Developmental Domain

**Physical Development (PD)**

4 Measures

Developmental Domain

**Physical Development (PD)**

4 Measures

Developmental Domain

**Physical Development (PD)**

4 Measures



**Developmental Domain  
Physical Development (PD)**

**Measure 1: Perceptual-Motor Skills and  
Movement Concepts**

Child moves body and interacts with the environment, demonstrating increasing awareness of on physical effort, body awareness, spatial awareness, and directional awareness



**Developmental Domain  
Physical Development (PD)**

**Measure 1: Perceptual-Motor Skills and  
Movement Concepts**

Child moves body and interacts with the environment, demonstrating increasing awareness of on physical effort, body awareness, spatial awareness, and directional awareness



**Developmental Domain  
Physical Development (PD)**

**Measure 1: Perceptual-Motor Skills and  
Movement Concepts**

Child moves body and interacts with the environment, demonstrating increasing awareness of on physical effort, body awareness, spatial awareness, and directional awareness



**Developmental Domain  
Physical Development (PD)**

**Measure 1: Perceptual-Motor Skills and  
Movement Concepts**

Child moves body and interacts with the environment, demonstrating increasing awareness of on physical effort, body awareness, spatial awareness, and directional awareness

## PD 1: Perceptual-Motor Skills and Movement Concepts

|                     |   |
|---------------------|---|
| Building Earlier    | Tries different ways to coordinate movements of large or small body parts   |
| Building Middle     | Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance                                   |
| Building Later      | Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) on own in relation to people and objects in familiar spaces              |
| Integrating Earlier | Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces |
| Integrating Middle  | Maintains spacing of body in relation to coordinated movements of others while coordinating own body movements  |
| Integrating Later   | Adjusts movement of body in time and space to meet the requirements of structured physical play activities, including games and dance                     |



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## PD 1: Perceptual-Motor Skills and Movement Concepts

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| Building Earlier    | Tries different ways to coordinate movements of large or small body parts   |
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**Developmental Domain  
Physical Development (PD)**

**Measure 2: Gross Locomotor Movement Skills**

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)



**Developmental Domain  
Physical Development (PD)**

**Measure 2: Gross Locomotor Movement Skills**

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)



**Developmental Domain  
Physical Development (PD)**

**Measure 2: Gross Locomotor Movement Skills**

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)



**Developmental Domain  
Physical Development (PD)**

**Measure 2: Gross Locomotor Movement Skills**

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)



## PD 2: Gross Locomotor Movement Skills

|                     |  |
|---------------------|--|
| Building Earlier    | Attempts to coordinate movements, in an upright position, that momentarily move whole body off the ground            |
| Building Middle     | Coordinates and controls individual locomotor movements, with some success   |
| Building Later      | Combines and coordinates two or more locomotor movements together in effective ways, with some success               |
| Integrating Earlier | Combines a variety of locomotor movements and moves effectively across a range of activities                         |
| Integrating Middle  | Combines a variety of locomotor movements with refined coordination (with control, flexibility, speed, rhythm)       |
| Integrating Later   | Applies a variety of locomotor skills with manipulative and stability skills to organized games and dance activities |

2

PD



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## PD 2: Gross Locomotor Movement Skills

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PD



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2

PD



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**Developmental Domain  
Physical Development (PD)**

### Measure 3: Gross Motor Manipulative Skills

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)



**Developmental Domain  
Physical Development (PD)**

### Measure 3: Gross Motor Manipulative Skills

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)



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Physical Development (PD)**

### Measure 3: Gross Motor Manipulative Skills

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**Developmental Domain  
Physical Development (PD)**

### Measure 3: Gross Motor Manipulative Skills

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)

### PD 3: Gross Motor Manipulative Skills

|                     |   |
|---------------------|---|
| Building Earlier    | Manipulates objects, using one or more body parts, with stability but limited coordination  |
| Building Middle     | Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements  |
| Building Later      | Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements  |
| Integrating Earlier | Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities  |
| Integrating Middle  | Combines a variety of manipulative skills with locomotor and stability skills in play activities with refined coordination (with control, flexibility, speed, rhythm) |
| Integrating Later   | Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities  |

3

PD



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### PD 3: Gross Motor Manipulative Skills

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| Building Earlier    | Manipulates objects, using one or more body parts, with stability but limited coordination  |
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PD



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PD



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3

PD



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**Developmental Domain  
Physical Development (PD)**

### Measure 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks



**Developmental Domain  
Physical Development (PD)**

### Measure 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks



**Developmental Domain  
Physical Development (PD)**

### Measure 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks



**Developmental Domain  
Physical Development (PD)**

### Measure 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks

## PD 4: Fine Motor Manipulative Skills

|                     |   |
|---------------------|---|
| Building Earlier    | Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body  |
| Building Middle     | Manipulates objects with both hands doing different movements   |
| Building Later      | Manipulates objects, using hands, with strength, accuracy, and coordination   |
| Integrating Earlier | Performs, with efficiency, a variety of tasks that require precise manipulation of small objects  |
| Integrating Middle  | Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects  |
| Integrating Later   | Performs a variety of tasks with sequential steps that require precision of one hand while manipulating or repositioning small objects in that hand |

4

PD



## PD 4: Fine Motor Manipulative Skills

|                     |   |
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| Building Earlier    | Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body  |
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4

PD



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## PD 4: Fine Motor Manipulative Skills

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| Building Earlier    | Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body  |
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PD



## PD 4: Fine Motor Manipulative Skills

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4

PD



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Developmental Domain

**Health (HLTH)**

5 Measures

Developmental Domain

**Health (HLTH)**

5 Measures

Developmental Domain

**Health (HLTH)**

5 Measures

Developmental Domain

**Health (HLTH)**

5 Measures



**Developmental Domain  
Health (HLTH)**

**Measure 1: Safety**

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities



**Developmental Domain  
Health (HLTH)**

**Measure 1: Safety**

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities



**Developmental Domain  
Health (HLTH)**

**Measure 1: Safety**

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities



**Developmental Domain  
Health (HLTH)**

**Measure 1: Safety**

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities



## HLTH 1: Safety

|                     |  |
|---------------------|--|
| Building Earlier    | Follows basic safety practices, with close adult supervision   |
| Building Middle     | Follows basic safety practices on own in familiar environments, with occasional adult reminders          |
| Building Later      | Follows basic safety practices on own in familiar and novel situations                                   |
| Integrating Earlier | Communicates an understanding of some safety practices to others   |
| Integrating Middle  | Identifies potentially unsafe situations and communicates the need to be safe to others                  |
| Integrating Later   | Identifies potentially unsafe situations and communicates detailed strategies for staying safe to others |



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## HLTH 1: Safety

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| Building Earlier    | Follows basic safety practices, with close adult supervision   |
| Building Middle     | Follows basic safety practices on own in familiar environments, with occasional adult reminders          |
| Building Later      | Follows basic safety practices on own in familiar and novel situations                                   |
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**Developmental Domain  
Health (HLTH)**

**Measure 2: Personal Care Routines**

Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them



**Developmental Domain  
Health (HLTH)**

**Measure 2: Personal Care Routines**

Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them



**Developmental Domain  
Health (HLTH)**

**Measure 2: Personal Care Routines**

Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them



**Developmental Domain  
Health (HLTH)**

**Measure 2: Personal Care Routines**

Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them

## HLTH 2: Personal Care Routines

|                     |   |
|---------------------|---|
| Building Earlier    | Carries out parts of personal care routines, with specific adult guidance or some demonstration from adult                              |
| Building Middle     | Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them                                |
| Building Later      | Initiates and completes on own some familiar personal care routines   |
| Integrating Earlier | Initiates and completes on own all personal care routines; and Demonstrates to others how to carry out their own personal care routines |
| Integrating Middle  | Demonstrates a general understanding about why personal care routines are important for health  |
| Integrating Later   | Communicates detailed explanations about why personal care routines are important for health  |



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**Developmental Domain  
Health (HLTH)**

### Measure 3: Active Physical Play

Child engages in physical activities with increasing endurance and intensity



**Developmental Domain  
Health (HLTH)**

### Measure 3: Active Physical Play

Child engages in physical activities with increasing endurance and intensity



**Developmental Domain  
Health (HLTH)**

### Measure 3: Active Physical Play

Child engages in physical activities with increasing endurance and intensity



**Developmental Domain  
Health (HLTH)**

### Measure 3: Active Physical Play

Child engages in physical activities with increasing endurance and intensity

### HLTH 3: Active Physical Play

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Engages in active physical activities or play for moderate amounts of time  |
| <b>Building Middle</b>     | Engages in active physical activities or play for sustained amounts of time   |
| <b>Building Later</b>      | Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity  |
| <b>Integrating Earlier</b> | Seeks to engage in active physical activities or play routinely, with increased intensity and duration  |
| <b>Integrating Middle</b>  | Participates in moderate physical activity on own and with others, increasing endurance while building coordination of motor skills; and Communicates a basic understanding that physical activity promotes health        |
| <b>Integrating Later</b>   | Participates in vigorous physical activity on own and with others, increasing endurance while refining the coordination of motor skills; and Communicates an explanation of health benefits gained from physical activity |



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### HLTH 3: Active Physical Play

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| <b>Building Earlier</b>    | Engages in active physical activities or play for moderate amounts of time  |
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### HLTH 3: Active Physical Play

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### HLTH 3: Active Physical Play

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**Developmental Domain  
Health (HLTH)**

**Measure 4: Nutrition**

**Child demonstrates increasing knowledge about  
nutrition and healthful food choices**



**Developmental Domain  
Health (HLTH)**

**Measure 4: Nutrition**

**Child demonstrates increasing knowledge about  
nutrition and healthful food choices**



**Developmental Domain  
Health (HLTH)**

**Measure 4: Nutrition**

**Child demonstrates increasing knowledge about  
nutrition and healthful food choices**



**Developmental Domain  
Health (HLTH)**

**Measure 4: Nutrition**

**Child demonstrates increasing knowledge about  
nutrition and healthful food choices**

## HLTH 4: Nutrition

|                     |   |
|---------------------|---|
| Building Earlier    | Recognizes or identifies a variety of foods   |
| Building Middle     | Demonstrates knowledge of the characteristics of a variety of foods   |
| Building Later      | Shows awareness that some foods are more healthful than others  |
| Integrating Earlier | Communicates simple explanations about the healthfulness of different food choices  |
| Integrating Middle  | Communicates details about the healthfulness of specific foods or why eating healthful foods is important                     |
| Integrating Later   | Communicates basic understanding about the importance of eating a balanced diet; and Relates nutrients to healthy development |



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## HLTH 4: Nutrition

|                     |   |
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| Building Earlier    | Recognizes or identifies a variety of foods   |
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| Building Middle     | Demonstrates knowledge of the characteristics of a variety of foods   |
| Building Later      | Shows awareness that some foods are more healthful than others  |
| Integrating Earlier | Communicates simple explanations about the healthfulness of different food choices  |
| Integrating Middle  | Communicates details about the healthfulness of specific foods or why eating healthful foods is important                     |
| Integrating Later   | Communicates basic understanding about the importance of eating a balanced diet; and Relates nutrients to healthy development |



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**Developmental Domain  
Health (HLTH)**

**Measure 5: Knowledge of Wellness**

**Child shows and communicates increasing knowl-edge of the body and ways to take care of it**



**Developmental Domain  
Health (HLTH)**

**Measure 5: Knowledge of Wellness**

**Child shows and communicates increasing knowl-edge of the body and ways to take care of it**



**Developmental Domain  
Health (HLTH)**

**Measure 5: Knowledge of Wellness**

**Child shows and communicates increasing knowl-edge of the body and ways to take care of it**



**Developmental Domain  
Health (HLTH)**

**Measure 5: Knowledge of Wellness**

**Child shows and communicates increasing knowl-edge of the body and ways to take care of it**



## HLTH 5: Knowledge of Wellness

|                     |  |
|---------------------|--|
| Building Earlier    | Identifies different body parts  |
| Building Middle     | Demonstrates basic understanding about the body's need for care  |
| Building Later      | Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy                       |
| Integrating Earlier | Communicates basic understanding about internal body parts and their functions or demonstrates curiosity about how behaviors make the body healthy |
| Integrating Middle  | Communicates understanding about the causes of health and illness or about the roles adults play in maintaining and promoting children's health    |
| Integrating Later   | Communicates detailed understanding about the causes of health and illness as it relates to internal body parts and functions                      |



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## HLTH 5: Knowledge of Wellness

|                     |  |
|---------------------|--|
| Building Earlier    | Identifies different body parts  |
| Building Middle     | Demonstrates basic understanding about the body's need for care  |
| Building Later      | Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy                       |
| Integrating Earlier | Communicates basic understanding about internal body parts and their functions or demonstrates curiosity about how behaviors make the body healthy |
| Integrating Middle  | Communicates understanding about the causes of health and illness or about the roles adults play in maintaining and promoting children's health    |
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## HLTH 5: Knowledge of Wellness

|                     |  |
|---------------------|--|
| Building Earlier    | Identifies different body parts  |
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| Building Later      | Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy                       |
| Integrating Earlier | Communicates basic understanding about internal body parts and their functions or demonstrates curiosity about how behaviors make the body healthy |
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## HLTH 5: Knowledge of Wellness

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Developmental Domain

**History - Social Science  
(HSS)**

5 Measures

Developmental Domain

**History - Social Science  
(HSS)**

5 Measures

Developmental Domain

**History - Social Science  
(HSS)**

5 Measures

Developmental Domain

**History - Social Science  
(HSS)**

5 Measures



**Developmental Domain  
History-Social Science (HSS)**

**Measure 1: Sense of Time**

**Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity**



**Developmental Domain  
History-Social Science (HSS)**

**Measure 1: Sense of Time**

**Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity**



**Developmental Domain  
History-Social Science (HSS)**

**Measure 1: Sense of Time**

**Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity**



**Developmental Domain  
History-Social Science (HSS)**

**Measure 1: Sense of Time**

**Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity**

## HSS 1: Sense of Time

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Communicates about or acts out events that just happened; and Asks about activities that will happen soon  |
| <b>Building Middle</b>     | Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen   |
| <b>Building Later</b>      | Relates past events to one another or to the present; and Plans for the near future  |
| <b>Integrating Earlier</b> | Distinguishes what happened a long time ago from what happened in the recent past or Distinguishes what will happen in the near future from what will happen much later  |
| <b>Integrating Middle</b>  | Anticipates events in the weekly schedule, or Describes the way things were in own past, or Predicts future events related to personal experience, or Describes age differences among people (such as family members)    |
| <b>Integrating Later</b>   | Distinguishes the sequence of events that occurred in the past few weeks or months or events that will occur in the next few weeks or months, but has difficulty sequencing events in the distant past or distant future |

HSS 1  


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## HSS 1: Sense of Time

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Communicates about or acts out events that just happened; and Asks about activities that will happen soon  |
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HSS 1  


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## HSS 1: Sense of Time

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HSS 1  


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HSS 1  


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**Developmental Domain  
History-Social Science (HSS)**

**Measure 2: Sense of Place**

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them



**Developmental Domain  
History-Social Science (HSS)**

**Measure 2: Sense of Place**

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them



**Developmental Domain  
History-Social Science (HSS)**

**Measure 2: Sense of Place**

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them



**Developmental Domain  
History-Social Science (HSS)**

**Measure 2: Sense of Place**

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them

## HSS 2: Sense of Place

|                     |  |
|---------------------|--|
| Building Earlier    | Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)   |
| Building Middle     | Recognizes the routes between familiar locations   |
| Building Later      | Communicates about the relative distances between familiar locations, including details about those locations  |
| Integrating Earlier | Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them   |
| Integrating Middle  | Compares details about social and physical characteristics of home community with how people live elsewhere or demonstrates understanding of both obvious and less apparent aspects of familiar physical locations |
| Integrating Later   | Uses simple maps and globes with adult assistance; and Draws maps to represent familiar environments   |



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## HSS 2: Sense of Place

|                     |  |
|---------------------|--|
| Building Earlier    | Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)   |
| Building Middle     | Recognizes the routes between familiar locations   |
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**Developmental Domain  
History-Social Science (HSS)**

**Measure 3: Ecology**

Child develops an awareness of and concern for the natural world and human influences on it



**Developmental Domain  
History-Social Science (HSS)**

**Measure 3: Ecology**

Child develops an awareness of and concern for the natural world and human influences on it



**Developmental Domain  
History-Social Science (HSS)**

**Measure 3: Ecology**

Child develops an awareness of and concern for the natural world and human influences on it



**Developmental Domain  
History-Social Science (HSS)**

**Measure 3: Ecology**

Child develops an awareness of and concern for the natural world and human influences on it



## HSS 3: Ecology

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)   |
| <b>Building Middle</b>     | Demonstrates simple understanding that people tend to environments of plants and animals in caring for them (e.g., keeping cages clean, putting plants in the sun)                             |
| <b>Building Later</b>      | Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)   |
| <b>Integrating Earlier</b> | Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g., natural habitats for animals, climate change, clean air, clean water) |
| <b>Integrating Middle</b>  | Seeks information about natural environments (e.g., the Arctic, tropical climates, rainforests) and natural phenomena (e.g., floods, tornadoes, earthquakes)                                   |
| <b>Integrating Later</b>   | Communicates about possible solutions and choices that people can make to reduce the impacts of human activity on the natural environment (e.g., littering, reducing pollution, erosion)       |



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## HSS 3: Ecology

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| <b>Building Earlier</b>    | Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)   |
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| <b>Integrating Earlier</b> | Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g., natural habitats for animals, climate change, clean air, clean water) |
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**Developmental Domain  
History-Social Science (HSS)**

**Measure 4: Conflict Negotiation**

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations



**Developmental Domain  
History-Social Science (HSS)**

**Measure 4: Conflict Negotiation**

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations



**Developmental Domain  
History-Social Science (HSS)**

**Measure 4: Conflict Negotiation**

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**Developmental Domain  
History-Social Science (HSS)**

**Measure 4: Conflict Negotiation**

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations

## HSS 4: Conflict Negotiation

|                     |   |
|---------------------|---|
| Building Earlier    | Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict       |
| Building Middle     | Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict                         |
| Building Later      | Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs |
| Integrating Earlier | Considers the needs and interests of others when there is a conflict or Attempts to negotiate a compromise  |
| Integrating Middle  | Proposes, negotiates, and carries out solutions to conflicts without adult assistance   |
| Integrating Later   | Anticipates and avoids potential conflicts, especially when interacting with friends  |



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## HSS 4: Conflict Negotiation

|                     |   |
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| Building Earlier    | Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict       |
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**Developmental Domain  
History-Social Science (HSS)**

**Measure 5: Responsible Conduct as a  
Group Member**

Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations



**Developmental Domain  
History-Social Science (HSS)**

**Measure 5: Responsible Conduct as a  
Group Member**

Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations



**Developmental Domain  
History-Social Science (HSS)**

**Measure 5: Responsible Conduct as a  
Group Member**

Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations



**Developmental Domain  
History-Social Science (HSS)**

**Measure 5: Responsible Conduct as a  
Group Member**

Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations

## HSS 5: Responsible Conduct as Group Members

|                     |   |
|---------------------|---|
| Building Earlier    | Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity                 |
| Building Middle     | Carries out group expectations during activities, needs adult reminders to follow expectations from beginning to end  |
| Building Later      | Follows through with group expectations during extended activities, on own most of the time   |
| Integrating Earlier | Communicates about group expectations; and Cooperates with others in carrying group expectations  |
| Integrating Middle  | Participates in making new group expectations; and Demonstrates understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair |
| Integrating Later   | Demonstrates understanding that group expectations are to ensure people's welfare   |



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## HSS 5: Responsible Conduct as Group Members

|                     |   |
|---------------------|---|
| Building Earlier    | Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity                 |
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## HSS 5: Responsible Conduct as Group Members

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## HSS 5: Responsible Conduct as Group Members

|                     |   |
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| Building Earlier    | Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity                 |
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Developmental Domain

**Visual and Performing Arts  
(VPA)**

4 Measures

Developmental Domain

**Visual and Performing Arts  
(VPA)**

4 Measures

Developmental Domain

**Visual and Performing Arts  
(VPA)**

4 Measures

Developmental Domain

**Visual and Performing Arts  
(VPA)**

4 Measures



**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 1: Visual Art**

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art



**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 1: Visual Art**

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art



**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 1: Visual Art**

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art



**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 1: Visual Art**

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art



## VPA 1: Visual Art

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Experiments with tools and materials for painting or drawing (two-dimensional) or sculpting or assemblage1 (three- dimensional), sometimes representing a concrete thing   |
| <b>Building Middle</b>     | Creates two-dimensional and three-dimensional representations of things; and Experiments with detail or color  |
| <b>Building Later</b>      | Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization  |
| <b>Integrating Earlier</b> | Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization  |
| <b>Integrating Middle</b>  | Creates increasingly complex representations (through drawing or painting and sculpting or assemblage), and explains moods, feelings, actions, or interactions among objects that are represented  |
| <b>Integrating Later</b>   | Manipulates tools in skillful ways when creating two- dimensional and three- dimensional works in a variety of media (paint, pencil, clay, tissue, etc.); and Identifies artistic elements (texture, shape, color, shadow, etc.) in nature and the surrounding environment |



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## VPA 1: Visual Art

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Experiments with tools and materials for painting or drawing (two-dimensional) or sculpting or assemblage1 (three- dimensional), sometimes representing a concrete thing   |
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| <b>Building Later</b>      | Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization  |
| <b>Integrating Earlier</b> | Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization  |
| <b>Integrating Middle</b>  | Creates increasingly complex representations (through drawing or painting and sculpting or assemblage), and explains moods, feelings, actions, or interactions among objects that are represented  |
| <b>Integrating Later</b>   | Manipulates tools in skillful ways when creating two- dimensional and three- dimensional works in a variety of media (paint, pencil, clay, tissue, etc.); and Identifies artistic elements (texture, shape, color, shadow, etc.) in nature and the surrounding environment |



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## VPA 1: Visual Art

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Experiments with tools and materials for painting or drawing (two-dimensional) or sculpting or assemblage1 (three- dimensional), sometimes representing a concrete thing   |
| <b>Building Middle</b>     | Creates two-dimensional and three-dimensional representations of things; and Experiments with detail or color  |
| <b>Building Later</b>      | Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization  |
| <b>Integrating Earlier</b> | Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization  |
| <b>Integrating Middle</b>  | Creates increasingly complex representations (through drawing or painting and sculpting or assemblage), and explains moods, feelings, actions, or interactions among objects that are represented  |
| <b>Integrating Later</b>   | Manipulates tools in skillful ways when creating two- dimensional and three- dimensional works in a variety of media (paint, pencil, clay, tissue, etc.); and Identifies artistic elements (texture, shape, color, shadow, etc.) in nature and the surrounding environment |



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**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 2: Music**

**Child expresses and creates by making musical sounds, with increasing intentionality and complexity**



**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 2: Music**

**Child expresses and creates by making musical sounds, with increasing intentionality and complexity**



**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 2: Music**

**Child expresses and creates by making musical sounds, with increasing intentionality and complexity**



**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 2: Music**

**Child expresses and creates by making musical sounds, with increasing intentionality and complexity**

## VPA 2: Music

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Engages in brief initiated segments of musical activities, by making musical sounds using voice, body, or instruments  |
| <b>Building Middle</b>     | Engages in extended initiated segments of musical activities, by making musical sounds using voice, body, or instruments   |
| <b>Building Later</b>      | Adapts to changes in the qualities of basic music elements by making musical sounds using voice, body, or instruments  |
| <b>Integrating Earlier</b> | Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements   |
| <b>Integrating Middle</b>  | Creates sound through instruments, voice, or with objects independently, or, Demonstrates understanding of how and where music is used within everyday life experiences          |
| <b>Integrating Later</b>   | Varies musical qualities (rhythm, pitch, tempo) systematically to create music through instruments, voice, or with objects, or, Identifies details in music heard or constructed |



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## VPA 2: Music

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|----------------------------|--|
| <b>Building Earlier</b>    | Engages in brief initiated segments of musical activities, by making musical sounds using voice, body, or instruments  |
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**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 3: Drama**

**Child increases engagement, skill development,  
and creative expression in drama**



**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 3: Drama**

**Child increases engagement, skill development,  
and creative expression in drama**



**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 3: Drama**

**Child increases engagement, skill development,  
and creative expression in drama**



**Developmental Domain  
Visual and Performing Arts (VPA)**

**Measure 3: Drama**

**Child increases engagement, skill development,  
and creative expression in drama**

### VPA 3: Drama

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements  |
| <b>Building Middle</b>     | Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem or Contributes to dialogue or ideas about a plot in response to adult's suggestions     |
| <b>Building Later</b>      | Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting  |
| <b>Integrating Earlier</b> | Communicates details about a character's emotions or thoughts when contributing to an improvised drama   |
| <b>Integrating Middle</b>  | Considers and builds on ideas of others in creating an improvised drama that includes dialogue, plot and setting or Seeks to refine body, voice, and facial expressions related to character portrayal |
| <b>Integrating Later</b>   | Collaborates with peers to plan an extended improvised drama including characters, sequenced plot, relevant dialogue and setting   |



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### VPA 3: Drama

|                            |  |
|----------------------------|--|
| <b>Building Earlier</b>    | Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements  |
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### VPA 3: Drama

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**Developmental Domain**  
**Visual and Performing Arts (VPA)**

**Measure 4: Dance**

**Child develops capacity to respond, express, and create through movement in dance**



**Developmental Domain**  
**Visual and Performing Arts (VPA)**

**Measure 4: Dance**

**Child develops capacity to respond, express, and create through movement in dance**



**Developmental Domain**  
**Visual and Performing Arts (VPA)**

**Measure 4: Dance**

**Child develops capacity to respond, express, and create through movement in dance**



**Developmental Domain**  
**Visual and Performing Arts (VPA)**

**Measure 4: Dance**

**Child develops capacity to respond, express, and create through movement in dance**

## VPA 4: Dance

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues  |
| <b>Building Middle</b>     | Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues                                   |
| <b>Building Later</b>      | Produces dance-like movements with increasing body control and awareness, in response to music tempo, rhythms, others' movements, or adults' cues   |
| <b>Integrating Earlier</b> | Improvises dances by changing tempos (e.g., fast/slow) and by varying qualities of movements (e.g., big/small, high/low, smooth/jerky) in response to music                               |
| <b>Integrating Middle</b>  | Creates an improvised dance with a beginning and an end, dancing spontaneously in the middle; and Uses dance language when reflecting on a dance during an adult- led discussion          |
| <b>Integrating Later</b>   | Creates an improvised dance by coordinating varying qualities of movements throughout all phases (beginning, middle, end); and Initiates using dance language to describe dance movements |



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## VPA 4: Dance

|                            |   |
|----------------------------|---|
| <b>Building Earlier</b>    | Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues  |
| <b>Building Middle</b>     | Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues                                   |
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## VPA 4: Dance

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| <b>Building Earlier</b>    | Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues  |
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Developmental Domain

**Language and Literacy  
Development in Spanish**

4 Measures

Developmental Domain

**Language and Literacy  
Development in Spanish**

4 Measures

Developmental Domain

**Language and Literacy  
Development in Spanish**

4 Measures

Developmental Domain

**Language and Literacy  
Development in Spanish**

4 Measures



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 1: Language Comprehension in  
Spanish (Receptive)**

**Child shows understanding of vocabulary  
and language structures in Spanish that give  
coherence and meaning to the child's world**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 1: Language Comprehension in  
Spanish (Receptive)**

**Child shows understanding of vocabulary  
and language structures in Spanish that give  
coherence and meaning to the child's world**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 1: Language Comprehension in  
Spanish (Receptive)**

**Child shows understanding of vocabulary  
and language structures in Spanish that give  
coherence and meaning to the child's world**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 1: Language Comprehension in  
Spanish (Receptive)**

**Child shows understanding of vocabulary  
and language structures in Spanish that give  
coherence and meaning to the child's world**

## SPAN 1: Language Comprehension in Spanish

|                            |  |
|----------------------------|--|
| <b>Discovering Spanish</b> | Follows simple (one-step) requests in Spanish; or Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines   |
| <b>Exploring Spanish</b>   | Follows two to three step instructions in Spanish; or Shows understanding of sentences or phrases in Spanish that communicate two or more ideas in the context of activities and routines  |
| <b>Developing Spanish</b>  | Shows understanding of Spanish language that refers to location of people and objects (e.g., here, there, under, over, next to) and sequences of two events in Spanish (e.g., next, now, then) in the context of activities and routines |
| <b>Building Spanish</b>    | Shows understanding that Spanish language can be used to describe sequences of events or relationships between events and people's feelings and intentions   |
| <b>Integrating Spanish</b> | Shows understanding that Spanish words and phrases can have different meanings depending on the context  |



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## SPAN 1: Language Comprehension in Spanish

|                            |  |
|----------------------------|--|
| <b>Discovering Spanish</b> | Follows simple (one-step) requests in Spanish; or Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines   |
| <b>Exploring Spanish</b>   | Follows two to three step instructions in Spanish; or Shows understanding of sentences or phrases in Spanish that communicate two or more ideas in the context of activities and routines  |
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## SPAN 1: Language Comprehension in Spanish

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**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 2: Language Production in  
Spanish (Expressive)**

**Child uses increasingly complex oral language in  
Spanish to communicate**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 2: Language Production in  
Spanish (Expressive)**

**Child uses increasingly complex oral language in  
Spanish to communicate**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 2: Language Production in  
Spanish (Expressive)**

**Child uses increasingly complex oral language in  
Spanish to communicate**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 2: Language Production in  
Spanish (Expressive)**

**Child uses increasingly complex oral language in  
Spanish to communicate**

## SPAN 2: Language Production in Spanish

|                            |  |
|----------------------------|--|
| <b>Discovering Spanish</b> | Uses short utterances in Spanish to express needs, interests, and experiences or events  |
| <b>Exploring Spanish</b>   | Uses extended utterances in Spanish with minimal errors to express needs, interests, and experiences or events                                 |
| <b>Developing Spanish</b>  | Combines a variety of sentences in Spanish to communicate and to describe a sequence of events or actions                                      |
| <b>Building Spanish</b>    | Uses elaborated language in Spanish to explain the needs, feelings, and intentions of people and characters                                    |
| <b>Integrating Spanish</b> | Uses elaborated language in Spanish to reflect on experiences or stories and communicates causes, consequences, goals, and opinions about them |

**SPAN 2**



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## SPAN 2: Language Production in Spanish

|                            |  |
|----------------------------|--|
| <b>Discovering Spanish</b> | Uses short utterances in Spanish to express needs, interests, and experiences or events  |
| <b>Exploring Spanish</b>   | Uses extended utterances in Spanish with minimal errors to express needs, interests, and experiences or events                                 |
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**SPAN 2**



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## SPAN 2: Language Production in Spanish

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**SPAN 2**



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## SPAN 2: Language Production in Spanish

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**SPAN 2**



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**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 3: Phonological Awareness in  
Spanish**

**Child increasingly develops knowledge of sounds  
in Spanish**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 3: Phonological Awareness in  
Spanish**

**Child increasingly develops knowledge of sounds  
in Spanish**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 3: Phonological Awareness in  
Spanish**

**Child increasingly develops knowledge of sounds  
in Spanish**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 3: Phonological Awareness in  
Spanish**

**Child increasingly develops knowledge of sounds  
in Spanish**

### SPAN 3: Phonological Awareness in Spanish

|                     |  |
|---------------------|--|
| Discovering Spanish | Engages in play with sounds in Spanish words through songs, poems, rhymes, chants, and riddles   |
| Exploring Spanish   | Demonstrates awareness of larger units of language in Spanish, such as words in a phrase or a sentence                                 |
| Developing Spanish  | Segments or blends Spanish words that have at least two consonant-vowel syllables  |
| Building Spanish    | Segments or blends Spanish words with a variety of syllables (e.g. vowel only, includes a diphthong, consonant-vowel- consonant, etc.) |
| Integrating Spanish | Demonstrates awareness of the individual sounds within a word in Spanish words that have one or more syllables                         |



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### SPAN 3: Phonological Awareness in Spanish

|                     |  |
|---------------------|--|
| Discovering Spanish | Engages in play with sounds in Spanish words through songs, poems, rhymes, chants, and riddles   |
| Exploring Spanish   | Demonstrates awareness of larger units of language in Spanish, such as words in a phrase or a sentence                                 |
| Developing Spanish  | Segments or blends Spanish words that have at least two consonant-vowel syllables  |
| Building Spanish    | Segments or blends Spanish words with a variety of syllables (e.g. vowel only, includes a diphthong, consonant-vowel- consonant, etc.) |
| Integrating Spanish | Demonstrates awareness of the individual sounds within a word in Spanish words that have one or more syllables                         |



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### SPAN 3: Phonological Awareness in Spanish

|                     |  |
|---------------------|--|
| Discovering Spanish | Engages in play with sounds in Spanish words through songs, poems, rhymes, chants, and riddles   |
| Exploring Spanish   | Demonstrates awareness of larger units of language in Spanish, such as words in a phrase or a sentence                                 |
| Developing Spanish  | Segments or blends Spanish words that have at least two consonant-vowel syllables  |
| Building Spanish    | Segments or blends Spanish words with a variety of syllables (e.g. vowel only, includes a diphthong, consonant-vowel- consonant, etc.) |
| Integrating Spanish | Demonstrates awareness of the individual sounds within a word in Spanish words that have one or more syllables                         |



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### SPAN 3: Phonological Awareness in Spanish

|                     |  |
|---------------------|--|
| Discovering Spanish | Engages in play with sounds in Spanish words through songs, poems, rhymes, chants, and riddles   |
| Exploring Spanish   | Demonstrates awareness of larger units of language in Spanish, such as words in a phrase or a sentence                                 |
| Developing Spanish  | Segments or blends Spanish words that have at least two consonant-vowel syllables  |
| Building Spanish    | Segments or blends Spanish words with a variety of syllables (e.g. vowel only, includes a diphthong, consonant-vowel- consonant, etc.) |
| Integrating Spanish | Demonstrates awareness of the individual sounds within a word in Spanish words that have one or more syllables                         |



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**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 4: Emergent Writing in Spanish**

**Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 4: Emergent Writing in Spanish**

**Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 4: Emergent Writing in Spanish**

**Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning**



**Developmental Domain  
Language and Literacy Development in  
Spanish (SPAN)**

**Measure 4: Emergent Writing in Spanish**

**Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning**



## SPAN 4: Emergent Writing in Spanish

|                     |  |
|---------------------|--|
| Discovering Spanish | Makes marks and scribbles using a variety of writing tools (e.g. pencil or marker on paper, chalk on sidewalk, etc.)             |
| Exploring Spanish   | Writes marks and letter-like symbols; and Writes own name in Spanish   |
| Developing Spanish  | Writes simple Spanish words using one or more letters or letter-like symbols for each syllable                                   |
| Building Spanish    | Writes Spanish words that differ from one another in the use of a single letter or the pattern of letters used for each syllable |
| Integrating Spanish | Writes simple sentences in Spanish to communicate ideas to others, often with errors   |

**SPAN 4**

**SPAN 4**



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## SPAN 4: Emergent Writing in Spanish

|                     |  |
|---------------------|--|
| Discovering Spanish | Makes marks and scribbles using a variety of writing tools (e.g. pencil or marker on paper, chalk on sidewalk, etc.)             |
| Exploring Spanish   | Writes marks and letter-like symbols; and Writes own name in Spanish   |
| Developing Spanish  | Writes simple Spanish words using one or more letters or letter-like symbols for each syllable                                   |
| Building Spanish    | Writes Spanish words that differ from one another in the use of a single letter or the pattern of letters used for each syllable |
| Integrating Spanish | Writes simple sentences in Spanish to communicate ideas to others, often with errors   |

**SPAN 4**

**SPAN 4**



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## SPAN 4: Emergent Writing in Spanish

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**SPAN 4**

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## SPAN 4: Emergent Writing in Spanish

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**SPAN 4**

**SPAN 4**



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