



TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) & IGNITE BY HATCH ALIGNMENT



TEKS		Texas Prekindergarten Guidelines (PK3 – up to 48 months)
STUDENT EXPECTATION	PK3.I.	Social–Emotional Development Domain (PK3 – up to 48 months)
GRADE LEVEL EXPECTATION	PK3.I.A.	Self-Concept
INDICATOR	PK3.I.A.2.	Child can identify own physical attributes and indicate some likes and dislikes when prompted
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with at least one characteristic or interest included
INDICATOR	PK3.I.A.3.	Child begins to show awareness of own abilities
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to themselves
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with at least one characteristic or interest included
INDICATOR	PK3.I.A.4.	Child shows initiative in trying new activities but may not persist when obstacles or challenges arise
		All Ignite activities
GRADE LEVEL EXPECTATION	PK3.I.B.	Self-Regulation
INDICATOR	PK3.I.B.1.	Behavior Control
INDICATOR	PK3.I.B.1.a.	Child follows simple rules and routines when assisted by adults
		All Ignite activities
INDICATOR	PK3.I.B.1.b.	Child takes care of and manages classroom materials with adult assistance
		All Ignite activities
INDICATOR	PK3.I.B.1.c.	Child manages own behavior with adult guidance and assistance
		Social–Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
INDICATOR	PK3.I.B.2.	Emotional Control
INDICATOR	PK3.I.B.2.a.	Child recognizes and expresses a range of emotions

		Social–Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)
		Social–Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
		Social–Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
		Social–Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
		Social–Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
		Social–Emotional Development/Identifying Emotions/Level 6: Connects basic emotions to a variety of facial expressions and body language cues
		Social–Emotional Development/Identifying Emotions/Level 7: Identifies a variety of facial expressions as they relate to more complex emotions
		Social–Emotional Development/Identifying Emotions/Level 8: Connects more complex emotions to a variety of facial features and body language cues
		Social–Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self
		Social–Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
		Social–Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
		Social–Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
		Social–Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
		Social–Emotional Development/Responding to Emotions/Level 6: Identifies appropriate ways to manage more complex negative emotions (embarrassed, disappointed, surprised)
		Social–Emotional Development/Responding to Emotions/Level 7: Identifies appropriate ways to respond to more complex positive emotions (calm, surprised)
		Social–Emotional Development/Responding to Emotions/Level 8: Recognizes that others may have a different emotional response than their own
		Social–Emotional Development/Solving Social Problems/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social–Emotional Development/Solving Social Problems/Level 5: Identifies strategies for addressing their own emotions in social problems
INDICATOR	PK3.I.B.2.b.	Child is familiar with basic feeling words (e.g., happy, sad, mad, scared)
		Social–Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)

		Social–Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
INDICATOR	PK3.I.B.2.c.	Child manages intensity of emotions with adult assistance
		Social–Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)
		Social–Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
		Social–Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
		Social–Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
		Social–Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
		Social–Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self
		Social–Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
		Social–Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
		Social–Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
		Social–Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
		Social–Emotional Development/Solving Social Problems/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social–Emotional Development/Solving Social Problems/Level 5: Identifies strategies for addressing their own emotions in social problems
STUDENT EXPECTATION	PK3.II.	Emergent Literacy: Language & Communication Domain (PK3 – up to 48 months)
GRADE LEVEL EXPECTATION	PK3.II.A.	Listening Comprehension
INDICATOR	PK3.II.A.1.	Child responds to situations in ways that demonstrate an understanding of what has been communicated
		Language & Communication/Listening and Understanding/Level 1: Responds to one-step requests or questions
INDICATOR	PK3.II.A.2.	Child shows understanding by following two-step verbal directions
		Language & Communication/Listening and Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation
		Language & Communication/Listening and Understanding/Level 3: Follows two-step, oral directions that relate to a familiar activity or situation

		Language & Communication/Listening and Understanding/Level 4: Carries out two-step requests that involve a new or an unfamiliar activity or situation
		Language & Communication/Listening and Understanding/Level 5: Carries out multistep requests that relate to familiar activities or situations
GRADE LEVEL EXPECTATION	PK3.II.C.	Articulation
INDICATOR	PK3.II.C.2.	Child begins to mimic intonation of language through songs and finger play
		Literacy/Phonics/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs
		Literacy/Phonological Awareness/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
GRADE LEVEL EXPECTATION	PK3.II.D.	Vocabulary
INDICATOR	PK3.II.D.1.	Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events
		Language & Communication/Receptive Language/Level 1: Shows understanding of basic words
INDICATOR	PK3.II.D.2.	Child understands (receptive) the instructional language of the classroom
		Language & Communication/Receptive Language/Level 1: Shows understanding of basic words
INDICATOR	PK3.II.D.3.	Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play
		Language & Communication/Receptive Language/Level 1: Shows understanding of basic words
GRADE LEVEL EXPECTATION	PK3.II.E.	Sentences and Structure
INDICATOR	PK3.II.E.2.	Child begins to use regular plurals and regular past tense correctly
		Language & Communication/Conventions of Language/Level 3: Demonstrates understanding of regular plural nouns
		Language & Communication/Conventions of Language/Level 4: Demonstrates understanding of simple past, progressive present, and simple future verb tenses
INDICATOR	PK3.II.E.4.	Child understands increasingly longer sentences that combine two ideas
		Language & Communication/Receptive Language/Level 4: Demonstrates understanding of complex and compound sentences
STUDENT EXPECTATION	PK3.III.	Emergent Literacy: Reading Domain (PK3 – up to 48 months)
GRADE LEVEL EXPECTATION	PK3.III.A.	Motivation to Read
INDICATOR	PK3.III.A.1.	Child demonstrates an interest in pictures, text, and stories read aloud
		Literacy/Listening Comprehension/Key Ideas and Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Listening Comprehension/Key Ideas and Details/Level 2: Listens to nonfiction texts with simple structures and elements

		Literacy/Listening Comprehension/Key Ideas and Details/Level 3: Identifies the main character(s) in a story
		Literacy/Listening Comprehension/Key Ideas and Details/Level 4: Recalls key details from a story
		Literacy/Listening Comprehension/Key Ideas and Details/Level 5: Recalls the order of events in a story
		Literacy/Comprehension - Fiction/Level 5: Interacts during a read-aloud with call and response or movements
GRADE LEVEL EXPECTATION	PK3.III.B.	Phonological Awareness
INDICATOR	PK3.III.B.2.	Child begins to distinguish differences between similar-sounding words
		Literacy/Phonological Awareness/Alliteration/Level 2: Recognizes when groups of words begin with the same onset
		Literacy/Phonological Awareness/Alliteration/Level: Distinguishes if two words start with the same onset
INDICATOR	PK3.III.B.3.	Child recognizes the individual words in a compound word
		Literacy/Phonological Awareness/Blending/Level 1: Combines two words to make a compound word
		Literacy/Phonological Awareness/Blending/Level 2: Adds a missing word to form a compound word
		Literacy/Phonological Awareness/Blending/Level 3: Combines syllables to form words
		Literacy/Phonological Awareness/Segmenting/Level 2: Segments compound words into two words
		Literacy/Phonological Awareness/Segmenting/Level 3: Deletes a word from a compound word
INDICATOR	PK3.III.B.5.	Child participates in oral syllabication activities
		Literacy/Phonological Awareness/Blending/Level 3: Combines syllables to form words
		Literacy/Phonological Awareness/Segmenting/Level 4: Segments words into syllables
INDICATOR	PK3.III.B.6.	Child uses rhyming words through playful activities, such as songs, nursery rhymes, and finger play
		Literacy/Phonics/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs
		Literacy/Phonological Awareness/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
		Literacy/Phonological Awareness/Rhyming/Level 2: Determines if two words rhyme
		Literacy/Phonological Awareness/Rhyming/Level 3: Matches rhyming words
		Literacy/Phonological Awareness/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Phonological Awareness/Rhyming/Level 5: Sorts words by rhyme
INDICATOR	PK3.III.B.7.	Child uses alliteration through playful activities, such as songs and read-alouds
		Literacy/Phonological Awareness/Alliteration/Level 2: Recognizes when groups of words begin with the same onset

		Literacy/Phonological Awareness/Alliteration/Level 3: Distinguishes if two words start with the same onset
INDICATOR	PK3.III.B.8.	Child participates in onset-rime blending activities (in English only)
		Literacy/Phonological Awareness/Blending/Level 4: Blends onsets and rimes to make one-syllable words
GRADE LEVEL EXPECTATION	PK3.III.C.	Alphabet Knowledge
INDICATOR	PK3.III.C.1.	Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print)
		Literacy/Phonics/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs
GRADE LEVEL EXPECTATION	PK3.III.D.	Comprehension of Text
INDICATOR	PK3.III.D.3.	Child asks and answers age-appropriate questions about a book
		Literacy/Reading/Comprehension - Nonfiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
INDICATOR	PK3.III.D.4.	Child attempts to make predictions by looking at the cover of a book or the pictures within a story
		Literacy/Reading/Comprehension - Fiction/Level 8: Makes simple predictions and inferences about a text
GRADE LEVEL EXPECTATION	PK3.III.E.	Concepts of Print
INDICATOR	PK3.III.E.1.	Child can distinguish between pictures and print
		Literacy/Reading/Concepts of Print/Level 2: Distinguishes print from pictures
INDICATOR	PK3.III.E.2.	Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page)
		Literacy/Reading/Concepts of Print/Level 1: Identifies appropriate book orientation
		Literacy/Reading/Concepts of Print/Level 3: Demonstrates understanding of print directionality
INDICATOR	PK3.III.E.3.	Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation versus letters)
		Literacy/Phonological Awareness/Segmenting/Level 1: Identifies separate words within a sentence
STUDENT EXPECTATION	PK3.IV.	Emergent Literacy: Writing Domain (PK3 – up to 48 months)
GRADE LEVEL EXPECTATION	PK3.IV.A.	Motivation to Write
INDICATOR	PK3.IV.A.1.	Child engages in free-choice drawing and writing activities
		Literacy/Writing/Writing Development/Level 2: Draws pictures to convey meaning
INDICATOR	PK3.IV.A.2.	Child attempts to draw and write for many purposes and begins to explore different writing tools
		Literacy/Writing/Writing Development/Level 2: Draws pictures to convey meaning

GRADE LEVEL EXPECTATION	PK3.IV.C.	Conventions in Writing
INDICATOR	PK3.IV.C.1.	Child attempts to write some letters of own name (usually beginning with the first letter)
		Literacy/Writing/Writing Development/Level 4: Writes letter strings
		Literacy/Writing/Writing Development/Level 5: Writes letter strings with spaces
INDICATOR	PK3.IV.C.2.	Child uses drawings, scribbles, and mock letters to communicate ideas
		Literacy/Writing/Writing Development/Level 2: Draws pictures to convey meaning
INDICATOR	PK3.IV.C.3.	Child begins to write using letter-like forms
		Literacy/Letter Formation/Level 3: Writes five uppercase letters
		Literacy/Letter Formation/Level 4: Writes 10 uppercase letters
		Literacy/Letter Formation/Level 5: Writes 15 uppercase letters
		Literacy/Writing/Writing Development/Level 4: Writes letter strings
		Literacy/Writing/Writing Development/Level 5: Writes letter strings with spaces
INDICATOR	PK3.IV.C.4.	Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right) but may still start at random places on a page
		Literacy/Letter Formation/Level 3: Writes five uppercase letters
		Literacy/Letter Formation/Level 4: Writes 10 uppercase letters
		Literacy/Letter Formation/Level 5: Writes 15 uppercase letters
		Literacy/Writing/Writing Development/Level 1: Makes scribble marks
		Literacy/Writing/Writing Development/Level 2: Draws pictures to convey meaning
		Literacy/Writing/Writing Development/Level 3: Writes shape-like symbols
		Literacy/Writing/Writing Development/Level 4: Writes letter strings
		Literacy/Writing/Writing Development/Level 5: Writes letter strings with spaces
STUDENT EXPECTATION	PK3.V.	Mathematics Domain (PK3 – up to 48 months)
GRADE LEVEL EXPECTATION	PK3.V.A.	Number Sense
INDICATOR	PK3.V.A.1.	Child rote counts from 1 to 10
		Mathematics/Counting and Cardinality/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Counting and Cardinality/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10

		Mathematics/Counting and Cardinality/Set Counting/Level 2: Counts up to five objects
		Mathematics/Counting and Cardinality/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Counting and Cardinality/Set Counting/Level 4: Produces sets of up to five objects
INDICATOR	PK3.V.A.2.	Child counts up to five objects with one-to-one correspondence
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 4: Counts sets of up to five objects to compare
		Mathematics/Counting and Cardinality/Set Counting/Level 1: Touches one object for each number said for sets up to five
		Mathematics/Counting and Cardinality/Set Counting/Level 2: Counts up to five objects
INDICATOR	PK3.V.A.3.	Child counts up to five items and demonstrates cardinality by communicating that the last number indicates how many items are in the set
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 4: Counts sets of up to five objects to compare
		Mathematics/Counting and Cardinality/Set Counting/Level 1: Touches one object for each number said for sets up to five
		Mathematics/Counting and Cardinality/Set Counting/Level 2: Counts up to five objects
		Mathematics/Counting and Cardinality/Set Counting/Level 4: Produces sets of up to five objects
INDICATOR	PK3.V.A.4.	Child instantly recognizes the quantity of up to three objects without counting (subitizes)
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 4: Counts sets of up to five objects to compare
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Counting and Cardinality/Set Counting/Level 1: Touches one object for each number said for sets up to five
		Mathematics/Counting and Cardinality/Subitizing/Level 1: Matches small sets of one to three objects
		Mathematics/Counting and Cardinality/Subitizing/Level 1: Matches small sets of one to three objects
		Mathematics/Counting and Cardinality/Subitizing/Level 2: Makes a small collection to match the same number as another collection that was shown quickly (no more than four)
INDICATOR	PK3.V.A.5.	Child recognizes numerals 0–5
		Mathematics/Counting and Cardinality/Number Sequencing/Level 3: Recognizes numerals 0–5
INDICATOR	PK3.V.A.6.	Child represents quantities up to five
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 4: Counts sets of up to five objects to compare

		Mathematics/Counting and Cardinality/Set Counting/Level 1: Touches one object for each number said for sets up to five
		Mathematics/Counting and Cardinality/Subitizing/Level 1: Matches small sets of one to three objects
		Mathematics/Counting and Cardinality/Subitizing/Level 2: Makes a small collection to match the same number as another collection that was shown quickly (no more than four)
		Mathematics/Counting and Cardinality/Subitizing/Level 3: Instantly recognizes collections of up to four objects in typical arrangements (perceptual subitizing)
		Mathematics/Counting and Cardinality/Subitizing/Level 4: Instantly recognizes collections of up to four objects in random arrangements (perceptual subitizing)
		Mathematics/Counting and Cardinality/Subitizing/Level 5: Instantly recognizes collections of up to five objects (perceptual subitizing)
INDICATOR	PK3.V.A.8.	Child compares sets of objects up to five using comparative language (e.g., more than, less than, same number of)
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 6: Determines “how many” more are in the larger set when provided sets with up to 10 objects
GRADE LEVEL EXPECTATION	PK3.V.B.	Joining and Separating
INDICATOR	PK3.V.B.1.	Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set
		Mathematics/Operations and Algebraic Thinking/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Operations and Algebraic Thinking/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Operations and Algebraic Thinking/Addition/Level 5: Finds the total by counting on from the first addend with sums of up to 10
INDICATOR	PK3.V.B.2.	Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (e.g., there are six bears, and the child is asked to make there be three; child takes away three bears)
GRADE LEVEL EXPECTATION	PK3.V.C.	Geometry and Spatial Sense
INDICATOR	PK3.V.C.1.	Child names and describes common 2D shapes
		Mathematics/Geometry/2D Shapes/Level 1: Matches two identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/Geometry/2D Shapes/Level 2: Matches two identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/Geometry/2D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape (e.g., an equilateral triangle, a square rotated 45 degrees, or an elongated rectangle)

		Mathematics/Geometry/2D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece
		Mathematics/Geometry/2D Shapes/Level 5: Identifies what 2D shapes create the faces of 3D objects
INDICATOR	PK3.V.C.2.	Child attempts to create shapes using materials and/or manipulatives
		Mathematics/Geometry/2D Shapes/Level 1: Matches two identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/Geometry/2D Shapes/Level 2: Matches two identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/Geometry/2D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape (e.g., an equilateral triangle, a square rotated 45 degrees, or an elongated rectangle)
		Mathematics/Geometry/2D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece
		Mathematics/Geometry/2D Shapes/Level 5: Identifies what 2D shapes create the faces of 3D objects
INDICATOR	PK3.V.C.3.	Child begins to use language to describe the position of objects
		Mathematics/Geometry/Spatial Relationships/Level 1: Follows simple directions related to position (in, on, off, over, and under)
		Mathematics/Geometry/Spatial Relationships/Level 2: Follows simple directions related to direction (up and down)
		Mathematics/Geometry/Spatial Relationships/Level 3: Follows simple directions related to proximity (beside, between, next to)
		Mathematics/Geometry/Spatial Relationships/Level 4: Follows simple directions related to frames of reference (behind, left, right, in front of, to the side of, above, below)
		Mathematics/Geometry/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
INDICATOR	PK3.V.C.4.	Child recognizes common shapes, regardless of size
		Mathematics/Geometry/2D Shapes/Level 1: Matches two identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/Geometry/2D Shapes/Level 2: Matches two identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/Geometry/2D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape (e.g., an equilateral triangle, a square rotated 45 degrees, or an elongated rectangle)
		Mathematics/Geometry/2D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece
		Mathematics/Geometry/2D Shapes/Level 5: Identifies what 2D shapes create the faces of 3D objects
		Mathematics/Geometry/2D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)

GRADE LEVEL EXPECTATION	PK3.V.D.	Measurement
INDICATOR	PK3.V.D.1.	Child understands that lengths of objects can vary and be compared
		Mathematics/Math Applications/Measurement/Level 1: Orders up to three objects by length and height
		Mathematics/Math Applications/Measurement/Level 2: Identifies the object that is longer, taller, or shorter
		Mathematics/Math Applications/Measurement/Level 3: Builds towers that are either shorter or taller than an object
		Mathematics/Math Applications/Measurement/Level 5: Orders up to 10 objects by length and height
INDICATOR	PK3.V.D.2.	Child begins to recognize capacity based on how much space exists within an object
		Mathematics/Math Applications/Measurement/Level 4: Fills in containers with objects to compare volumes
GRADE LEVEL EXPECTATION	PK3.V.E.	Classification and Patterns
INDICATOR	PK3.V.E.1.	Child sorts objects that are the same and different
		Mathematics/Math Applications/Classification and Data/Level 1: Identifies objects given a single attribute
		Mathematics/Math Applications/Classification and Data/Level 2: Sorts objects based on a single attribute
		Mathematics/Math Applications/Classification and Data/Level 3: Matches similar objects
		Mathematics/Math Applications/Classification and Data/Level 4: Identifies objects given two attributes
		Mathematics/Math Applications/Classification and Data/Level 5: Sorts objects based on two attributes
INDICATOR	PK3.V.E.2.	Child participates in group activities of collecting data and organizing it into graphic representations
		Mathematics/Math Applications/Classification and Data/Level 7: Creates picture graphs with two categories
INDICATOR	PK3.V.E.3.	Child recognizes and duplicates patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 1: Copies ABAB patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 2: Fills in and extends ABAB patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 3: Creates simple repeating patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 4: Copies AABBA, ABCABC, and ABBABB patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 5: Extends and fills in missing parts of AABBA, ABCABC, and ABBABB patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 6: Creates varied repeating patterns

STUDENT EXPECTATION	PK4.I.	Social–Emotional Development Domain (PK4 – up to 60 months)
GRADE LEVEL EXPECTATION	PK4.I.A.	Self-Concept
INDICATOR	PK4.I.A.2.	Child shows self-awareness of physical attributes, personal preferences, and own abilities
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to themselves
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with at least one characteristic or interest included
INDICATOR	PK4.I.A.3.	Child shows reasonable opinion of their own abilities and limitations
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 4: Identifies various characteristics and interests that appeal to themselves
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with at least one characteristic or interest included
INDICATOR	PK4.I.A.4.	Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges
		Social–Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
INDICATOR	PK4.I.B.2.	Emotional Control
INDICATOR	PK4.I.B.2.a.	Child begins to understand the connection between emotions and behaviors
		Social–Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self
		Social–Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
		Social–Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
		Social–Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
		Social–Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
		Social–Emotional Development/Solving Social Problems/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social–Emotional Development/Solving Social Problems/Level 5: Identifies strategies for addressing their own emotions in social problems
INDICATOR	PK4.I.B.2.b.	Child uses verbal and nonverbal communication to communicate basic emotions and feelings

		Social–Emotional Development/Identifying Emotions/Level 1: Identifies basic emotions (happy, sad, angry/mad, and scared)
		Social–Emotional Development/Identifying Emotions/Level 2: Demonstrates causes of basic emotions
		Social–Emotional Development/Identifying Emotions/Level 3: Identifies more complex emotions (calm, surprised, embarrassed, and disappointed)
		Social–Emotional Development/Identifying Emotions/Level 4: Demonstrates causes of more complex emotions
		Social–Emotional Development/Identifying Emotions/Level 5: Identifies a variety of facial expressions as they relate to basic emotions
		Social–Emotional Development/Identifying Emotions/Level 6: Connects basic emotions to a variety of facial expressions and body language cues
		Social–Emotional Development/Identifying Emotions/Level 7: Identifies a variety of facial expressions as they relate to more complex emotions
		Social–Emotional Development/Identifying Emotions/Level 8: Connects more complex emotions to a variety of facial features and body language cues
INDICATOR	PK4.I.B.2.c.	Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary
		Social–Emotional Development/Responding to Emotions/Level 1: Engages in breathing exercises to learn to calm self
		Social–Emotional Development/Responding to Emotions/Level 2: Identifies appropriate ways to respond to basic negative emotions (scared, mad, sad)
		Social–Emotional Development/Responding to Emotions/Level 3: Identifies appropriate ways to manage basic negative emotions (scared, mad, sad)
		Social–Emotional Development/Responding to Emotions/Level 4: Identifies appropriate ways to respond to basic positive emotions (happy)
		Social–Emotional Development/Responding to Emotions/Level 5: Identifies appropriate ways to respond to more complex negative emotions (embarrassed, disappointed, surprised)
		Social–Emotional Development/Responding to Emotions/Level 6: Identifies appropriate ways to manage more complex negative emotions (embarrassed, disappointed, surprised)
		Social–Emotional Development/Responding to Emotions/Level 7: Identifies appropriate ways to respond to more complex positive emotions (calm, surprised)
GRADE LEVEL EXPECTATION	PK4.I.D.	Social Awareness
INDICATOR	PK4.I.D.1.	Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from their own
		Social–Emotional Development/Responding to Emotions/Level 8: Recognizes that others may have a different emotional response than their own
STUDENT EXPECTATION	PK4.II.	Emergent Literacy: Language & Communication Domain (PK4 – up to 60 months)
GRADE LEVEL EXPECTATION	PK4.II.A.	Listening Comprehension
INDICATOR	PK4.II.A.1.	Child shows understanding by responding appropriately to what has been communicated by adults and peers

		Language & Communication/Listening and Understanding/Level 1: Responds to one-step requests or questions
INDICATOR	PK4.II.A.2.	Child shows understanding by following three-step verbal directions
		Language & Communication/Listening and Understanding/Level 5: Carries out multistep requests that relate to familiar activities or situations
GRADE LEVEL EXPECTATION	PK4.II.D.	Vocabulary
INDICATOR	PK4.II.D.1.	Child understands (receptive) and uses (expressive) a wide variety of words to label, describe, and make connections among objects, people, places, actions, and events
		Language & Communication/Receptive Language/Level 1: Shows understanding of basic words
INDICATOR	PK4.II.D.2.	Child understands (receptive) and uses (expressive) the instructional language of the classroom
		Language & Communication/Receptive Language/Level 1: Shows understanding of basic words
INDICATOR	PK4.II.D.3.	Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play
		Language & Communication/Receptive Language/Level 1: Shows understanding of basic words
GRADE LEVEL EXPECTATION	PK4.II.E.	Sentences and Structure
INDICATOR	PK4.II.E.2.	Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement
		Language & Communication/Conventions of Language/Level 3: Demonstrates understanding of regular plural nouns
		Language & Communication/Conventions of Language/Level 4: Demonstrates understanding of simple past, progressive present, and simple future verb tenses
INDICATOR	PK4.II.E.3.	Child uses sentences that combine multiple phrases or ideas
		Language & Communication/Receptive Language/Level 4: Demonstrates understanding of complex and compound sentences
INDICATOR	PK4.II.E.4.	Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning
		Language & Communication/Receptive Language/Level 4: Demonstrates understanding of complex and compound sentences
STUDENT EXPECTATION	PK4.III.	Emergent Literacy: Reading Domain (PK4 – up to 60 months)
GRADE LEVEL EXPECTATION	PK4.III.A.	Motivation to Read
INDICATOR	PK4.III.A.3.	Child recognizes that all print carries meaning and serves as a means for communication
		Literacy/Reading/Concepts of Print/Level 1: Identifies appropriate book orientation
		Literacy/Reading/Concepts of Print/Level 2: Distinguishes print from pictures
		Literacy/Reading/Concepts of Print/Level 3: Demonstrates understanding of print directionality
		Literacy/Reading/Concepts of Print/Level 4: Identifies book parts and features

GRADE LEVEL EXPECTATION	PK4.III.B.	Phonological Awareness
INDICATOR	PK4.III.B.1.	Child identifies the individual words in a spoken sentence
		Literacy/Phonological Awareness/Segmenting/Level 1: Identifies separate words within a sentence
INDICATOR	PK4.III.B.3.	Child uses two familiar base words to form a compound word with pictorial or gestural supports
		Literacy/Phonological Awareness/Blending/Level 1: Combines two words to make a compound word
		Literacy/Phonological Awareness/Blending/Level 2: Adds a missing word to form a compound word
		Literacy/Phonological Awareness/Blending/Level 3: Combines syllables to form words
		Literacy/Phonological Awareness/Segmenting/Level 2: Segments compound words into two words
		Literacy/Phonological Awareness/Segmenting/Level 3: Deletes a word from a compound word
INDICATOR	PK4.III.B.4.	Child manipulates compound words with pictorial or gestural support
		Literacy/Phonological Awareness/Blending/Level 1: Combines two words to make a compound word
		Literacy/Phonological Awareness/Blending/Level 2: Adds a missing word to form a compound word
		Literacy/Phonological Awareness/Blending/Level 3: Combines syllables to form words
		Literacy/Phonological Awareness/Segmenting/Level 2: Segments compound words into two words
		Literacy/Phonological Awareness/Segmenting/Level 3: Deletes a word from a compound word
INDICATOR	PK4.III.B.5.	Child begins to blend and segment syllables in multisyllabic words
		Literacy/Phonological Awareness/Alliteration/Level 4: Isolates the onset in words
		Literacy/Phonological Awareness/Blending/Level 4: Blends onsets and rimes to make one-syllable words
		Literacy/Phonological Awareness/Blending/Level 5: Blends phonemes to form simple words
		Literacy/Phonological Awareness/Segmenting/Level 2: Segments compound words into two words
		Literacy/Phonological Awareness/Segmenting/Level 3: Deletes a word from a compound word
		Literacy/Phonological Awareness/Segmenting/Level 4: Segments words into syllables
		Literacy/Phonological Awareness/Segmenting/Level 5: Explores segmenting simple words into individual phonemes
INDICATOR	PK4.III.B.6.	Child identifies rhyming words
		Literacy/Phonological Awareness/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
		Literacy/Phonological Awareness/Rhyming/Level 2: Determines if two words rhyme

		Literacy/Phonological Awareness/Rhyming/Level 3: Matches rhyming words
		Literacy/Phonological Awareness/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Phonological Awareness/Rhyming/Level 5: Sorts words by rhyme
		Literacy/Phonological Awareness/Rhyming/Level 6: Fills in rhyming words
INDICATOR	PK4.III.B.7.	Child identifies alliterative words with pictorial support
		Literacy/Phonological Awareness/Alliteration/Level 2: Recognizes when groups of words begin with the same onset
		Literacy/Phonological Awareness/Alliteration/Level 3: Distinguishes if two words start with the same onset
INDICATOR	PK4.III.B.8.	Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only)
		Literacy/Phonological Awareness/Alliteration/Level 2: Recognizes when groups of words begin with the same onset
		Literacy/Phonological Awareness/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Phonological Awareness/Alliteration/Level 4: Isolates the onset in words
		Literacy/Phonological Awareness/Alliteration/Level 5: Sorts words by onset
		Literacy/Phonological Awareness/Blending/Level 4: Blends onsets and rimes to make one-syllable words
		Literacy/Phonological Awareness/Rhyming/Level 5: Sorts words by rhyme
INDICATOR	PK4.III.B.9.	Child blends and segments one-syllable words by phonemes with visual or gestural support
		Literacy/Phonological Awareness/Alliteration/Level 4: Isolates the onset in words
		Literacy/Phonological Awareness/Blending/Level 4: Blends onsets and rimes to make one-syllable words
		Literacy/Phonological Awareness/Blending/Level 5: Blends phonemes to form simple words
		Literacy/Phonological Awareness/Segmenting/Level 2: Segments compound words into two words
		Literacy/Phonological Awareness/Segmenting/Level 3: Deletes a word from a compound word
		Literacy/Phonological Awareness/Segmenting/Level 4: Segments words into syllables
		Literacy/Phonological Awareness/Segmenting/Level 5: Explores segmenting simple words into individual phonemes
GRADE LEVEL EXPECTATION	PK4.III.C.	Alphabet Knowledge
INDICATOR	PK4.III.C.1.	Child recognizes and names at least 20 letters (uppercase or lowercase letters)
		Literacy/Phonics/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Phonics/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Phonics/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters

		Literacy/Phonics/Alphabet Knowledge/Level 6: Identifies all 26 uppercase and lowercase letters
		Literacy/Phonics/Alphabet Knowledge/Level 7: Rapidly identifies all 26 uppercase and lowercase letters
INDICATOR	PK4.III.C.2.	Child recognizes at least 20 distinct letter-sound correspondences
		Literacy/Phonics/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Phonics/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Phonics/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Phonics/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Phonics/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
		Literacy/Phonics/Letter-Sound Correspondence/Level 6: Identifies all uppercase and 20 lowercase letters based on their sounds
		Literacy/Phonics/Letter-Sound Correspondence/Level 7: Identifies all 26 uppercase and lowercase letters based on their sounds
GRADE LEVEL EXPECTATION	PK4.III.D.	Comprehension of Text
INDICATOR	PK4.III.D.2.	Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting
		Literacy/Listening Comprehension/Key Ideas and Details/Level 7: Makes text-to-text connections
INDICATOR	PK4.III.D.3.	Child asks and responds to questions relevant to the text read aloud
		Literacy/Reading/Comprehension - Nonfiction/Level 6: Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations
INDICATOR	PK4.III.D.4.	Child makes inferences and predictions about a text
		Literacy/Reading/Comprehension - Fiction/Level 8: Makes simple predictions and inferences about a text
GRADE LEVEL EXPECTATION	PK4.III.E.	Concepts of Print
INDICATOR	PK4.III.E.1.	Child can distinguish between elements of print including letters, words, and pictures
		Literacy/Reading/Concepts of Print/Level 2: Distinguishes print from pictures
		Literacy/Reading/Concepts of Print/Level 5: Distinguishes letters from words
		Literacy/Phonological Awareness/Segmenting/Level 1: Identifies separate words within a sentence
INDICATOR	PK4.III.E.2.	Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends; turns pages; points to words left to right, top to bottom, with correct sweeping)
		Literacy/Reading/Concepts of Print/Level 1: Identifies appropriate book orientation
		Literacy/Reading/Concepts of Print/Level 3: Demonstrates understanding of print directionality

STUDENT EXPECTATION	PK4.IV.	Emergent Literacy: Writing Domain (PK4 – up to 60 months)
GRADE LEVEL EXPECTATION	PK4.IV.A.	Motivation to Write
INDICATOR	PK4.IV.A.2.	Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools
		Literacy/Writing/Writing Development/Level 2: Draws pictures to convey meaning
		Literacy/Writing/Writing Development/Level 4: Writes letter strings
		Literacy/Writing/Writing Development/Level 5: Writes letter strings with spaces
GRADE LEVEL EXPECTATION	PK4.IV.C.	Conventions in Writing
INDICATOR	PK4.IV.C.1.	Child writes first name (or nickname) using legible letters in the proper sequence
		Literacy/Writing/Writing Development/Level 4: Writes letter strings
INDICATOR	PK4.IV.C.2.	Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate
		Literacy/Writing/Writing Development/Level 4: Writes letter strings
		Literacy/Writing/Writing Development/Level 5: Writes letter strings with spaces
INDICATOR	PK4.IV.C.3.	Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words
		Literacy/Writing/Writing Development/Level 4: Writes letter strings
		Literacy/Writing/Writing Development/Level 5: Writes letter strings with spaces
INDICATOR	PK4.IV.C.4.	Child uses appropriate directionality when writing (e.g., top to bottom, left to right)
		Literacy/Letter Formation/Level 3: Writes five uppercase letters
		Literacy/Letter Formation/Level 4: Writes 10 uppercase letters
		Literacy/Letter Formation/Level 5: Writes 15 uppercase letters
		Literacy/Writing/Writing Development/Level 1: Makes scribble marks
		Literacy/Writing/Writing Development/Level 2: Draws pictures to convey meaning
		Literacy/Writing/Writing Development/Level 3: Writes shape-like symbols
		Literacy/Writing/Writing Development/Level 4: Writes letter strings
		Literacy/Writing/Writing Development/Level 5: Writes letter strings with spaces
		Literacy/Writing/Writing Development/Level 7: Uses invented or phonetic spelling
		Literacy/Writing/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation

INDICATOR	PK4.IV.C.5.	Child begins to experiment with punctuation when writing
		Literacy/Writing/Writing Development/Level 8: Uses capital letters at the beginning of a sentence and ending punctuation
STUDENT EXPECTATION	PK4.V.	Mathematics Domain (PK4 – up to 60 months)
GRADE LEVEL EXPECTATION	PK4.V.A.	Number Sense
INDICATOR	PK4.V.A.1.	Child rote counts from 1 to 30
		Mathematics/Counting and Cardinality/Set Counting/Level 8: Counts sets of up to 30 objects
INDICATOR	PK4.V.A.2.	Child counts up to 10 objects with one-to-one correspondence
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 4: Counts sets of up to five objects to compare
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Counting and Cardinality/Set Counting/Level 1: Touches one object for each number said for sets up to five
		Mathematics/Counting and Cardinality/Set Counting/Level 2: Counts up to five objects
		Mathematics/Counting and Cardinality/Set Counting/Level 3: Counts up to 10 objects
INDICATOR	PK4.V.A.3.	Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 4: Counts sets of up to five objects to compare
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Counting and Cardinality/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Counting and Cardinality/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Counting and Cardinality/Set Counting/Level 1: Touches one object for each number said for sets up to five
		Mathematics/Counting and Cardinality/Set Counting/Level 2: Counts up to five objects
		Mathematics/Counting and Cardinality/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Counting and Cardinality/Set Counting/Level 4: Produces sets of up to five objects
		Mathematics/Counting and Cardinality/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Counting and Cardinality/Subitizing/Level 1: Matches small sets of one to three objects

INDICATOR	PK4.V.A.4.	Child instantly recognizes the quantity of up to six objects without counting (subitizes)
		Mathematics/Counting and Cardinality/Subitizing/Level 1: Matches small sets of one to three objects
		Mathematics/Counting and Cardinality/Subitizing/Level 2: Makes a small collection to match the same number as another collection that was shown quickly (no more than four)
		Mathematics/Counting and Cardinality/Subitizing/Level 3: Instantly recognizes collections of up to four objects in typical arrangements (perceptual subitizing)
		Mathematics/Counting and Cardinality/Subitizing/Level 4: Instantly recognizes collections of up to four objects in random arrangements (perceptual subitizing)
		Mathematics/Counting and Cardinality/Subitizing/Level 5: Instantly recognizes collections of up to five objects (perceptual subitizing)
INDICATOR	PK4.V.A.5.	Child recognizes numerals 0–10
		Mathematics/Counting and Cardinality/Number Sequencing/Level 3: Recognizes numerals 0–5
		Mathematics/Counting and Cardinality/Number Sequencing/Level 4: Recognizes numerals 0–10
INDICATOR	PK4.V.A.6.	Child represents quantities up to 10
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 4: Counts sets of up to five objects to compare
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Counting and Cardinality/Set Counting/Level 1: Touches one object for each number said for sets up to five
		Mathematics/Counting and Cardinality/Subitizing/Level 1: Matches small sets of one to three objects
		Mathematics/Counting and Cardinality/Subitizing/Level 2: Makes a small collection to match the same number as another collection that was shown quickly (no more than four)
		Mathematics/Counting and Cardinality/Subitizing/Level 3: Instantly recognizes collections of up to four objects in typical arrangements (perceptual subitizing)
		Mathematics/Counting and Cardinality/Subitizing/Level 4: Instantly recognizes collections of up to four objects in random arrangements (perceptual subitizing)
		Mathematics/Counting and Cardinality/Subitizing/Level 5: Instantly recognizes collections of up to five objects (perceptual subitizing)
INDICATOR	PK4.V.A.7.	Child begins to understand that numbers 0–10 can be composed and decomposed in various ways to represent a quantity
		Mathematics/Counting and Cardinality/Composing/Level 6: Identifies the missing part to complete wholes up to 5
		Mathematics/Counting and Cardinality/Composing/Level 7: Identifies the missing part to complete wholes up to 10
		Mathematics/Counting and Cardinality/Composing/Level 8: Uses understanding of place value to compose numbers between 11 and 20
		Mathematics/Counting and Cardinality/Decomposing/Level 6: Given the whole (up to 5), identifies two parts that can be used to create the whole

		Mathematics/Counting and Cardinality/Decomposing/Level 7: Given the whole (up to 10), identifies two parts that can be used to create the whole
		Mathematics/Counting and Cardinality/Decomposing/Level 8: Uses understanding of place value to decompose numbers between 11 and 20
INDICATOR	PK4.V.A.8.	Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of)
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Counting and Cardinality/Comparing Quantities/Level 6: Determines "how many" more are in the larger set when provided sets with up to 10 objects
GRADE LEVEL EXPECTATION	PK4.V.B.	Joining and Separating
INDICATOR	PK4.V.B.1.	Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to five objects
		Mathematics/Operations and Algebraic Thinking/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Operations and Algebraic Thinking/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Operations and Algebraic Thinking/Addition/Level 5: Finds the total by counting on from the first addend with sums up to 10
INDICATOR	PK4.V.B.2.	Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of five objects
		Mathematics/Operations and Algebraic Thinking/Subtraction/Level 6: Given a set of objects, takes away from the set to make a given total (e.g., there are six bears, and the child is asked to make there be three; child takes away three bears)
GRADE LEVEL EXPECTATION	PK4.V.C.	Geometry and Spatial Sense
INDICATOR	PK4.V.C.1.	Child names and describes common 2D shapes and names at least one solid 3D shape
		Mathematics/Geometry/2D Shapes/Level 1: Matches two identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/Geometry/2D Shapes/Level 2: Matches two identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/Geometry/2D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape (e.g., an equilateral triangle, a square rotated 45 degrees, or an elongated rectangle)
		Mathematics/Geometry/2D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece
		Mathematics/Geometry/2D Shapes/Level 5: Identifies what 2D shapes create the faces of 3D objects
INDICATOR	PK4.V.C.2.	Child creates shapes using materials and/or manipulatives
		Mathematics/Geometry/2D Shapes/Level 1: Matches two identical simple shapes (square, triangle, circle) that have the same size and orientation

		Mathematics/Geometry/2D Shapes/Level 2: Matches two identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/Geometry/2D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape (e.g., an equilateral triangle, a square rotated 45 degrees, or an elongated rectangle)
		Mathematics/Geometry/2D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece
		Mathematics/Geometry/2D Shapes/Level 5: Identifies what 2D shapes create the faces of 3D objects
INDICATOR	PK4.V.C.3.	Child demonstrates use of position words
		Mathematics/Geometry/Spatial Relationships/Level 1: Follows simple directions related to position (in, on, off, over, and under)
		Mathematics/Geometry/Spatial Relationships/Level 2: Follows simple directions related to direction (up and down)
		Mathematics/Geometry/Spatial Relationships/Level 3: Follows simple directions related to proximity (beside, between, next to)
		Mathematics/Geometry/Spatial Relationships/Level 4: Follows simple directions related to frames of reference (behind, left, right, in front of, to the side of, above, below)
		Mathematics/Geometry/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
INDICATOR	PK4.V.C.4.	Child recognizes common shapes, regardless of orientation and size
		Mathematics/Geometry/2D Shapes/Level 1: Matches two identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/Geometry/2D Shapes/Level 2: Matches two identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/Geometry/2D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape (e.g., an equilateral triangle, a square rotated 45 degrees, or an elongated rectangle)
		Mathematics/Geometry/2D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece
		Mathematics/Geometry/2D Shapes/Level 5: Identifies what 2D shapes create the faces of 3D objects
		Mathematics/Geometry/2D Shapes/Level 8: Identifies more complex shapes (pentagon, hexagon, rhombus, trapezoid, and oval)
GRADE LEVEL EXPECTATION	PK4.V.D.	Measurement
INDICATOR	PK4.V.D.1.	Child recognizes and compares heights or lengths of people or objects
		Mathematics/Math Applications/Measurement/Level 1: Orders up to three objects by length and height
		Mathematics/Math Applications/Measurement/Level 2: Identifies the object that is longer, taller, or shorter
		Mathematics/Math Applications/Measurement/Level 3: Builds towers that are either shorter or taller than an object
		Mathematics/Math Applications/Measurement/Level 5: Orders up to 10 objects by length and height

		Mathematics/Math Applications/Measurement/Level 6: Indirectly compares the length of two objects by using a third object
		Mathematics/Math Applications/Measurement/Level 7: Uses a nonstandard unit of measurement to measure and compare objects
INDICATOR	PK4.V.D.2.	Child recognizes and compares capacity based on how much space exists within an object
		Mathematics/Math Applications/Measurement/Level 4: Fills in containers with objects to compare volumes
GRADE LEVEL EXPECTATION	PK4.V.E.	Classification and Patterns
INDICATOR	PK4.V.E.1.	Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different
		Mathematics/Math Applications/Classification and Data/Level 1: Identifies objects given a single attribute
		Mathematics/Math Applications/Classification and Data/Level 2: Sorts objects based on a single attribute
		Mathematics/Math Applications/Classification and Data/Level 3: Matches similar objects
		Mathematics/Math Applications/Classification and Data/Level 4: Identifies objects given two attributes
		Mathematics/Math Applications/Classification and Data/Level 5: Sorts objects based on two attributes
INDICATOR	PK4.V.E.2.	Child collects data and organizes it in a graphic representation
		Mathematics/Math Applications/Classification and Data/Level 7: Creates picture graphs with two categories
INDICATOR	PK4.V.E.3.	Child recognizes, duplicates, extends, and creates patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 1: Copies ABAB patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 2: Fills in and extends ABAB patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 3: Creates simple repeating patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 4: Copies AABBA, ABCABC, and ABBABB patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 5: Extends and fills in missing parts of AABBA, ABCABC, and ABBABB patterns
		Mathematics/Operations and Algebraic Thinking/Patterns/Level 6: Creates varied repeating patterns
STUDENT EXPECTATION	PK4.VI.	Science & Technology Domain (PK4 – up to 60 months)
GRADE LEVEL EXPECTATION	PK4.VI.A.	Physical Science
INDICATOR	PK4.VI.A.1.	Child observes, investigates, describes, and discusses characteristics of common objects
		Science & Technology/Physical Science/Level 1: Identifies the properties of natural and/or humanmade materials
		Science & Technology/Physical Science/Level 2: Identifies four of five senses and demonstrates understanding of the texture of materials

		Science & Technology/Physical Science/Level 3: Identifies five senses and demonstrates understanding of what our senses do
		Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties (e.g., hard/soft or heavy/light; materials that are made of wood, plastic, rock)
INDICATOR	PK4.VI.A.2.	Child observes, investigates, describes, and discusses position and motion of objects
		Science & Technology/Physical Science/Level 6: Classifies objects based on the way they move
INDICATOR	PK4.VI.A.3.	Child uses simple scientific tools to learn about objects
		Science & Technology/Simple Tools and Technology/Level 1: Identifies simple tools
		Science & Technology/Simple Tools and Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life
		Science & Technology/Simple Tools and Technology/Level 3: Identifies simple science tools
		Science & Technology/Simple Tools and Technology/Level 4: Explores simple science tools and their uses
		Science & Technology/Simple Tools and Technology/Level 5: Demonstrates understanding of the uses of simple science tools
INDICATOR	PK4.VI.A.4.	Child observes, investigates, describes, and discusses sources of energy, including light, heat, and electricity
		Science & Technology/Physical Science/Level 7: Classifies objects based on the type of energy they produce (light, heat, and sound)
GRADE LEVEL EXPECTATION	PK4.VI.B.	Life Science
INDICATOR	PK4.VI.B.1.	Child observes, investigates, describes, and discusses the characteristics of organisms
		Science & Technology/Life Science/Level 2: Identifies at least three living things
INDICATOR	PK4.VI.B.2.	Child observes, describes, and discusses the life cycles of organisms
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
INDICATOR	PK4.VI.B.3.	Child observes, investigates, describes, and discusses the relationship of organisms in their environments
		Science & Technology/Life Science/Level 1: Identifies at least one living thing
		Science & Technology/Life Science/Level 2: Identifies at least three living things
		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
GRADE LEVEL EXPECTATION	PK4.VI.C.	Earth and Space Science
INDICATOR	PK4.VI.C.1.	Child observes, investigates, describes, and discusses Earth's materials and their properties and uses

		Science & Technology/Physical Science/Level 1: Identifies the properties of natural and/or humanmade materials
INDICATOR	PK4.VI.C.2.	Child identifies, observes, describes, and discusses objects in the sky
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
		Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
INDICATOR	PK4.VI.C.3.	Child observes and describes what happens during changes in the earth and sky
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
INDICATOR	PK4.VI.C.4.	Child demonstrates an understanding of the importance of caring for our environment and our planet
		Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
STUDENT EXPECTATION	PK4.VII.	Social Studies Domain (PK4 – up to 60 months)
GRADE LEVEL EXPECTATION	PK4.VII.A.	People Past and Present
INDICATOR	PK4.VII.A.1.	Child identifies similarities and differences between themselves, classmates, and other people through specific characteristics and cultural influences
		Social Studies/Self-Identity/Level 1: Draws a self-portrait
		Social Studies/Self-Identity/Level 5: Draws a self-portrait with at least one characteristic or interest included
INDICATOR	PK4.VII.B.3.	Child discusses the roles and responsibilities of family, school, and community helpers
		Social Studies/Community Awareness/Level 5: Identifies community helpers (within a community/neighborhood)
STUDENT EXPECTATION	PK4.VIII.	Fine-Arts Domain (PK4 – up to 60 months)
GRADE LEVEL EXPECTATION	PK4.VIII.A.	Art
INDICATOR	PK4.VIII.A.1.	Child uses a variety of art materials for sensory experiences and exploration
		Literacy/Writing/Writing Development/Level 2: Draws pictures to convey meaning
INDICATOR	PK4.VIII.A.2.	Child uses art as a form of creative self-expression and representation
		Literacy/Writing/Writing Development/Level 2: Draws pictures to convey meaning
GRADE LEVEL EXPECTATION	PK4.VIII.B.	Music
INDICATOR	PK4.VIII.B.1.	Child participates in classroom music activities, including singing, playing musical instruments, and moving to rhythms
		Literacy/Phonics/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs

		Literacy/Phonological Awareness/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
STUDENT EXPECTATION	PK4.IX.	Physical Development Domain (PK4 – up to 60 months)
GRADE LEVEL EXPECTATION	PK4.IX.B.	Fine-Motor Development
INDICATOR	PK4.IX.B.1.	Child shows control of tasks that require small-muscle strength and control
		All Ignite activities
GRADE LEVEL EXPECTATION	PK4.IX.C.	Personal Safety and Health
INDICATOR	PK4.IX.C.1.	Child practices good habits of personal safety
		Physical Development/Health and Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health and Safety/Level 2: Identifies ways to play safely
		Physical Development/Health and Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health and Safety/Level 5: Identifies, avoids, and alerts others to danger
INDICATOR	PK4.IX.C.2.	Child practices good habits of personal health and hygiene
		Physical Development/Health and Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health and Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios
		Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (handwashing, feeding, toileting)
		Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities
		Physical Development/Self-Care/Level 4: Identifies daily routine activities
		Physical Development/Self-Care/Level 5: Identifies steps in daily routine and self-care processes
INDICATOR	PK4.IX.C.3.	Child identifies good habits of nutrition and exercise
		Physical Development/Health and Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health and Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
		Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods
		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu

		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menus
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 6: Distinguishes between fruits and vegetables
		Physical Development/Nutrition/Level 7: Distinguishes between dairy, protein, and grains
		Physical Development/Nutrition/Level 8: Builds a balanced plate
STUDENT EXPECTATION	PK4.X.	Technology Applications Domain (PK4 – up to 60 months)
GRADE LEVEL EXPECTATION	PK4.X.A.	Technology and Devices
INDICATOR	PK4.X.A.1.	Child opens and navigates through digital learning applications and programs, when appropriate
		All Ignite activities
INDICATOR	PK4.X.A.5.	Child practices safe behavior while using digital tools and resources
		All Ignite activities