

Crosswalk of NM Early Learning Guidelines for 3- and 4- year-olds and Kindergarten/ National Core Standards for Kindergarten

*Created by the NewMexicoKids Network Office at the University of New Mexico Division of Continuing Education
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NM Early Learning Guidelines Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Common Core National Standards <ul style="list-style-type: none"> English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Mathematics
#1 The child independently uses gross motor control including balance, spatial awareness and stability.	NO MATCH
1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.	NO MATCH
1.2 Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e. "Duck, Duck, Goose".	NO MATCH
#2 Child independently uses fine motor skills	NO MATCH
2.1 Is developing manual coordination to use cutting and writing tools and demonstrates self-help skills such as buttoning and zipping.	NO MATCH
2.2 Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects, and when dressing and undressing.	NO MATCH
2.3 Holds writing tool in pincer grasp to draw, scribble write, make letter-like shapes and/or letters.	NO MATCH

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3 The child's behavior demonstrates health and hygiene skills.	NO MATCH
3.1 Shows increasing awareness of hygiene in hand washing, toileting, and/or dental hygiene.	NO MATCH
3.2 Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).	NO MATCH
#4 The child demonstrates safe behaviors in increasing numbers of situations.	Speaking and Listening Standards for Kindergarten (SL)
4.1 Identifies potentially harmful objects, substances and behaviors.	NO MATCH
4.2 Increasingly follows classroom, school and safety rules most of the time.	SL 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) b. Continue a conversation through multiple exchanges.
#5 The child demonstrates development and expansion of listening skills.	Reading Standards for Literature for Kindergarten (RL) Reading Standards for Informational Text for Kindergarten (RI) Reading Standards for Foundational Skills for Kindergarten (RF) Language Standards for Kindergarten (L)
5.1 Listens with understanding to directions and conversations.	NO MATCH
5.2 Follows directions with increasing complexity.	NO MATCH

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<p>5.3 Hears and discriminates the sounds of language in words to develop phonological awareness.</p>	<p>RF 2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken word. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in the phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF 3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g, the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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<p>5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.</p>	<p>RL 4 Ask and answer questions about unknown words in a text.</p> <p>RI 4 With prompting and support ask and answer questions about unknown words in a text.</p> <p>L 4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <p>L 5 With guidance and support from adults, explore word relationships and nuances in word meanings</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). <p>L 6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>NO MATCH</p>	<p>RL 5 Recognize common types of texts (e.g., storybooks, poems)</p>
<p>NO MATCH</p>	<p>RI 3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p>NO MATCH</p>	<p>RI 6 Name the author and illustrator of a text and define the role of each in presenting ideas or information in a text.</p>

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NO MATCH	RI 8 With prompting and support, identify the reasons an author gives to support points in a text.
#6 The child communicates experiences, ideas and feeling through speaking.	Reading Standards for Literature for Kindergarten (RL) Speaking and Listening Standards for Kindergarten (SL) Language Standards for Kindergarten (L)
6.1 Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.	<p>RL 1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SL 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) b. Continue a conversation through multiple exchanges. <p>SL 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL 4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p> <p>SL 6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>

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	<p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes) d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produces and expand complete sentences in shared language activities. <p>L 6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>6.2 Asks and answers relevant questions.</p>	<p>RL 1 With prompting and support, ask and answer questions about key details in text.</p> <p>SL 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) b. Continue a conversation through multiple exchanges. <p>SL 2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>

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<p>6.3 Engages in conversations that develop a thought or idea.</p>	<p>RL 10 Actively engage in group reading activities with purpose and understanding.</p> <p>SL 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) b. Continue a conversation through multiple exchanges. <p>SL 4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes) d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produces and expand complete sentences in shared language activities.

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#7 The child engages in activities that promote the acquisition of emergent reading skills.	Reading Standards for Literature for Kindergarten (RL) Reading Standards for Informational Text for Kindergarten (RI) Reading Standards for Foundational Skills for Kindergarten (RF) Writing Standards for Kindergarten (W) Speaking and Listening Standards for Kindergarten (SL)
7.1 Demonstrates and interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.	<p>RL K 7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI 7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI 10 Actively engage in group reading activities with purpose and understanding.</p>
7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.	<p>RL 1 With prompting and support, ask and answer questions about key details in text.</p> <p>RL 2 With prompting and support, retell familiar stories, including key details.</p> <p>RL 3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL 9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI 1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI 2 With prompting and support, identify the main topic and retell key details of a text.</p>

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	SL 2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
7.3 Progresses in understanding and using conventions of reading (including holding a book upright, identifying front and back, turning pages correctly, and recognizes that print proceeds from left to right).	RI 5 Identify the front cover, back cover, and title page of a book. RI 6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI 7 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RF 1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequence of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper and lowercase letters of the alphabet. RF 4 Read emergent-reader texts with purpose and understanding.
7.4 Progresses in understanding and using concepts of print.	RF 1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequence of

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	<p>letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper and lowercase letters of the alphabet.</p> <p>RF 3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF 4 Read emergent-reader texts with purpose and understanding.</p>
NO MATCH	<p>W 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>#8 The child engages in activities that promote the acquisition of emergent writing skills.</p>	<p>Writing Standards for Kindergarten (W) Language Standards for Kindergarten (L)</p>
<p>8.1 Experiments with a variety of writing tools, materials and surfaces.</p>	<p>W 6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.</p>	<p>W 1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...).</p>

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	<p>W 2 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction.</p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes) d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produces and expand complete sentences in shared language activities. <p>L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p>8.3 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.</p>	<p>W 1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...).</p> <p>W 2 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely</p>

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	<p>linked events, tell about the events in the order in which they occurred, and provide a reaction.</p> <p>L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produces and expand complete sentences in shared language activities. <p>L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
NO MATCH	<p>W 5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
<p>#9 The child understands numbers, ways of representing numbers and relationships between quantities and numerals.</p>	<p>Counting and Cardinality for Kindergarten (K.CC) Operations and Algebraic Thinking fir Kindergarten (K.OA) Number and Operations in Base Ten (K. NBT)</p>

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<p>9.1 Uses one to one correspondence in counting increasingly higher groups of objects.</p>	<p>K.CC 1 Count to 100 by ones and tens.</p> <p>K.CC 2 Count forward beginning from a given number within the known sequence (instead of having to begin by 1).</p> <p>K.CC 4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC 5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.NBT 1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five six, seven, eight, or nine ones.</p>

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<p>9.2 Uses numbers and counting as a means for solving problems and determining quantity.</p>	<p>K.CC 4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC 6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies.</p> <p>K.OA 1 Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA 2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawing to represent the problem.</p> <p>K. OA 3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2+3$ and $5 = 4+1$).</p> <p>K. OA 4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K. OA 5 Fluently add and subtract within 5.</p> <p>K.NBT 1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five six, seven, eight, or nine ones.</p>
<p>9.3 Recognizes some numerals.</p>	<p>K.CC 7 Compare two numerals between 1 and 10 presented as written numerals.</p>

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NO MATCH	K.CC 3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
#10 The child demonstrates understanding of non-standard units to measure and make comparisons.	Geometry Standards for Kindergarten (K. G) Measurement and Data standards for Kindergarten (K.G)
10.1 Recognizes, names, describes compares and creates familiar shapes	<p>K.G 1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i>.</p> <p>K.G 2 Correctly names shapes regardless of their orientations or overall size.</p> <p>K.G 3 Identify shapes as two-dimensional (lying on a plane, “flat”) or three-dimensional (“solid”).</p> <p>K.G 4 Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).</p> <p>K.G 5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G 6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”</p>

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10.2 Describes and interprets spatial sense and positions.	<p>K.G 1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i>.</p> <p>K.MD 1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>
#11 The child demonstrates understanding of geometrical and spatial concepts.	Measurement and Data Standards for Kindergarten (K.MD) Geometry Standards for Kindergarten (K.G) Counting and Cardinality for Kindergarten (K.CC) Writing Standards for Kindergarten (W)
11.1 Compares and uses language relating to time with increasing accuracy.	NO MATCH
11.2 Anticipates, remembers, and describes sequence of events with increasing accuracy.	<p>W 3 Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
11.3 Demonstrates emerging knowledge of measurement.	<p>K.MD 1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.G 1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i>.</p> <p>K.CC 4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p>
#12 The child demonstrates the ability to investigate, organize, and create representations.	Geometry Standards for Kindergarten (K.G) Reading Standards for Informational Text for Kindergarten (RI) Language Standards for Kindergarten (L) Writing Standards for Kindergarten (W)

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<p>12.1 Sorts, classifies, and groups materials by one or more characteristics.</p>	<p>K.MD 3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>RI 9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>L 5 With guidance and support from adults, explore word relationships and nuances in word meanings</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>)
<p>12.2 Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences.</p>	<p>K.G 4 Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G 5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls and drawing shapes).</p> <p>W 1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...).</p>

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#13 The child demonstrates appreciation for the arts (movement, music, visual and dramatic).	Speaking and Listening Standards for Kindergarten (SL) Writing Standards for Kindergarten (W)
13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work, etc.).	SL 5 Add drawings or other visual displays to descriptions as desired to provide additional detail. W 3 Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
#14 The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.	NO MATCH
14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	NO MATCH
14.2 Asks questions about the physical and natural worlds.	NO MATCH
14.3 Makes predications and forms hypotheses.	NO MATCH
14.4 Uses various tools to gather information (i.e. thermometers, magnifiers, rulers, and/or balances).	NO MATCH
#15 The child acquires scientific knowledge related to life sciences.	NO MATCH
15.1 Explores, observes, and describes a variety of living things and distinguishes from non-living things.	NO MATCH
15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment.	NO MATCH
#16 The child acquires scientific knowledge related to life sciences.	NO MATCH
16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.	NO MATCH

Crosswalk of NM Early Learning Guidelines for 3- and 4- year-olds and Kindergarten/
Common Core State Standards for Kindergarten

NM Early Learning Guidelines Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Common Core National Standards <ul style="list-style-type: none"> English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Mathematics
#17 The child exhibits self-awareness.	Speaking and Listening Standards for Kindergarten (SL) Writing Standards for Kindergarten (W)
17.1 Expresses needs and/or stands up for own rights.	NO MATCH
17.2 Makes choices and expresses likes and dislikes.	W 1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...).
17.3 Identifies own gender, family and culture.	NO MATCH
17.4 Expresses cultural influences from home, neighborhood and community.	SL 4 Describe familiar people, places, things and events and, with prompting and support, provide additional detail.
#18 The child demonstrates self-control.	Speaking and Listening standards for Kindergarten (SL)
18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines and/or incorporates cultural expectations)	SL 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) b. Continue a conversation through multiple exchanges.
18.2 Increasingly expresses feelings through appropriate gestures, actions, and language.	SL 6 Speak audibly and express thoughts, feelings, and ideas clearly.
#19 The child demonstrates personal responsibility.	NO MATCH
19.1 Cares for personal and group possessions.	NO MATCH
19.2 Begins to accept the consequences of his or her own actions.	NO MATCH

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Common Core State Standards for Kindergarten

NM Early Learning Guidelines Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Common Core National Standards <ul style="list-style-type: none"> English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Mathematics
#20 The child works cooperatively with other children and adults.	Writing Standards for Kindergarten (W) Speaking and Listening Standards for Kindergarten (SL)
20.1 Plays and interacts with various children, sharing experiences and ideas with others.	W 7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). SL 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) b. Continue a conversation through multiple exchanges.
20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.	NO MATCH
#21 The child develops relationships of mutual trust and respect with others.	NO MATCH
21.1 Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.	NO MATCH
21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.	SL 2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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Common Core State Standards for Kindergarten

NM Early Learning Guidelines Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Common Core National Standards <ul style="list-style-type: none"> English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Mathematics
21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.	NO MATCH
#22 The child demonstrates knowledge of neighborhood and community.	NO MATCH
22.1 Identifies, discusses and dramatizes duties of a variety of common community occupations.	NO MATCH
22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.	NO MATCH
#23 The child is open and curious to learn new things.	Writing Standards for Kindergarten (W)
23.1 Demonstrates eagerness to find out more about other people.	NO MATCH
23.2 Shows interest in exploring the environment, learning new things and trying new experiences.	W 6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration.
#24 The child takes initiative.	Speaking and Listening Standards for Kindergarten (SL)
24.1 Initiates interaction with peers and adults.	SL 2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
24.2 Develops increasing independence during activities, routines and play.	NO MATCH
#25 The child exhibits imagination and creativity.	Geometry Standards for Kindergarten (K.G) Writing Standards for Kindergarten (W)

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NM Early Learning Guidelines Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Common Core National Standards <ul style="list-style-type: none"> English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Mathematics
25.1 Tries new ways of doing things.	NO MATCH
25.2 Uses imagination to generate a variety of ideas.	<p>K.G 4 Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>W 3 Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
25.3 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.	NO MATCH
#26 The child shows confidence.	Speaking and Listening Skills for Kindergarten (SL)
26.1 Demonstrates increasing self-confidence through interactions with others.	<p>SL 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion) b. Continue a conversation through multiple exchanges.
#27 The child displays persistence and pursues challenges.	Writing Standards for Kindergarten (W)
27.1 Focuses and completes a variety of tasks, activities, projects, and experiences.	<p>W 7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and interruptions and/ or increasingly manages own frustrations levels).	NO MATCH

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NM Early Learning Guidelines Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Common Core National Standards <ul style="list-style-type: none"> • English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects • Mathematics
#28 The child uses problem-solving skills.	Speaking and Listening Standards for Kindergarten (SL)
28.1 Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.	SL 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.