



THE HIGHSCOPE
**preschool
curriculum**

AND

COR *Advantage*[®]

Tennessee Early Learning
Developmental Standards
(2018)

ALIGNMENT



Alignment of The HighScope Curriculum and COR Advantage With Tennessee Early Learning Developmental Standards (2018)

This document aligns the content in the **Tennessee Early Learning Developmental Standards** with the learning objectives of the **HighScope Curriculum** for preschool and the developmental milestones of HighScope's child assessment tool, **COR Advantage**.

Based on more than 50 years of research on early childhood development, **The HighScope Preschool Curriculum** is built on 58 Key Developmental Indicators (KDIs). Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children's development and learning across each curriculum content area.

COR Advantage is an observation-based child assessment tool designed to measure children's growth and development from birth through kindergarten. Built on 36 developmental milestones that best prepare children for school success, COR Advantage is criterion-referenced, research-based, and proven valid and reliable through validation studies.

References

HighScope Educational Research Foundation. (2013). *COR Advantage*. Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2018). *COR Advantage* [Computerized assessment system].
Online at <https://www.coradvantage.com>

HighScope Educational Research Foundation. (2012). *The HighScope Preschool Curriculum*. Ypsilanti, MI: HighScope Press.

Academic Standards for Preschool

COR Advantage Items

Key Developmental Indicators (KDIs) — Preschool

Domain Name		
Standard		
Approaches to Learning (PK.AL)		
	COR Item	KDI
Creativity: Actively engage in learning with curiosity, flexibility, and openness to new ideas.		
PK.AL.CR.1 Independently interact with a variety of materials through multiple play activities.	A. Initiative and planning	A. Approaches to Learning 1. Initiative
PK.AL.CR.2 Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).	A. Initiative and planning AA. Pretend play	A. Approaches to Learning 1. Initiative 2. Planning
PK.AL.CR.3 Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.	A. Initiative and planning AA. Pretend play	A. Approaches to Learning 1. Initiative 2. Planning F. Creative Arts 43. Pretend play
PK.AL.CR.4 Demonstrate a willingness to engage in new experiences and activities.	A. Initiative and planning	A. Approaches to Learning 1. Initiative B. Social and Emotional Development 8. Sense of competence
Self-Regulation: Engage in learning to effectively plan and problem solve.		
PK.AL.SR.5 Maintain focus appropriate to completing a task and/or learning activity.	A. Initiative and planning	A. Approaches to Learning 1. Initiative 2. Planning 3. Engagement
PK.AL.SR.6 Persist in solving a problem or question, with adult prompting.	B. Problem solving with materials	A. Approaches to Learning 2. Planning

PK.AL.SR.7 Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.	A. Initiative and planning C. Reflection	A. Approaches to Learning 1. Initiative 2. Planning 3. Engagement
Critical Thinking: Actively inquire and reflect about new ideas and activities.		
PK.AL.CT.8 Seek additional clarity to further own knowledge (e.g., asks what, how, when, where, and/or what if).	CC. Experimenting, predicting, and drawing conclusions	A. Approaches to Learning 5. Use of resources
PK.AL.CT.9 Demonstrate an awareness of connection between prior and new knowledge.	CC. Experimenting, predicting, and drawing conclusions	A. Approaches to Learning 5. Use of resources 6. Reflection
PK.AL.CT.10 Set aside fear of failure when beginning a new or challenging task.	A. Initiative and planning B. Problem solving with materials	B. Social and Emotional Development 8. Sense of competence
Communication: Actively engage in conversations with adults and peers.		
PK.AL.CO.11 Ask and respond to questions with peers and adults in individual and group activities.	E. Building relationships with adults F. Building relationships with other children	B. Social and Emotional Development 12. Building relationships
PK.AL.CO.12 Seek assistance and/or information when needed to complete a task.	B. Problem solving with materials E. Building relationships with adults	A. Approaches to Learning 4. Problem solving with materials 5. Use of resources
Collaboration: Actively engage in learning with other people.		
PK.AL.CB.13 Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.	F. Building relationships with other children	A. Approaches to Learning 3. Engagement B. Social and Emotional Development 12. Building relationships 13. Cooperative play
PK.AL.CB.14 Demonstrate a willingness to collaborate with others to solve a problem.	F. Building relationships with other children H. Conflict resolution	B. Social and Emotional Development 12. Building relationships 13. Cooperative play A. Approaches to Learning

		4. Problem solving with materials
Domain Name		
Standard		
Social and Personal Competencies (PK.SPC)		
	COR Item	KDI
Self-Awareness: Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.		
PK.SPC.SA.1 Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.	D. Emotions	B. Social and Emotional Development 8. Sense of competence
PK.SPC.SA.2 Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.	D. Emotions	B. Social and Emotional Development 8. Sense of competence
PK.SPC.SA.3 Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).	FF. Knowledge of self and others	B. Social and Emotional Development 7. Self-identity
PK.SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.	FF. Knowledge of self and others	B. Social and Emotional Development 7. Self-identity
PK.SPC.SA.5 Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.	A. Initiative and planning	B. Social and Emotional Development 8. Sense of competence
PK.SPC.SA.6 Seek and accept guidance from primary caregivers, teachers, and other familiar adults.	E. Building relationships with adults	B. Social and Emotional Development 12. Building relationships A. Approaches to Learning 5. Use of resources
PK.SPC.SA.7 Demonstrate an understanding of rules through actions and conversations.	G. Community	B. Social and Emotional Development

		11. Community
PK.SPC.SA.8 Use materials purposefully, safely, and respectfully as set by group rules.	G. Community	B. Social and Emotional Development 11. Community A. Approaches to Learning 5. Use of resources
Self-Management: Understand and use strategies for managing emotions and behaviors constructively.		
PK.SPC.SM.1 Express feelings, needs, opinions, and desires and begin to identify causal relationships.	D. Emotions	B. Social and Emotional Development 11. Community
PK.SPC.SM.2. Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.	D. Emotions H. Conflict resolution	B. Social and Emotional Development 9. Emotions 11. Community 13. Cooperative play
Social Awareness: Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.		
PK.SPC.SCA.1 Show empathy and caring for others.	D. Emotions	B. Social and Emotional Development 10. Empathy
PK.SPC.SCA.2 Demonstrate an understanding of how personal choices impact others.	G. Community	A. Initiative and planning 6. Reflection
Relationship Skills: Use positive communication skills to interact effectively with others.		
PK.SPC.RS.1 Seek assistance and/or information when needed to complete a task.	E. Building relationships with adults F. Building relationships with other children	B. Social and Emotional Development 12. Building relationships
PK.SPC.RS.2 Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).	E. Building relationships with adults	B. Social and Emotional Development 12. Building relationships

PK.SPC.RS.3 Initiate play and interact positively with another child or children.	F. Building relationships with other children	B. Social and Emotional Development 12. Building relationships
PK.SPC.RS.4 Develop friendships skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.	F. Building relationships with other children	B. Social and Emotional Development 12. Building relationships 13. Cooperative play
Domain Name		
Standard		
English Language Arts		
Reading Standards Key Ideas and Details – Standard #1 R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
PK.RI.KID.1. With modeling, prompting, and support, ask and answer questions about informational text read aloud.	M. Listening and comprehension	D. Language, Literacy, and Communication 21. Comprehension 22. Speaking
PK.RL.KID.1 With modeling, prompting, and support, ask and answer questions about a story read aloud.	M. Listening and comprehension	D. Language, Literacy, and Communication 21. Comprehension 22. Speaking
Reading Standards Key Ideas and Details – Standard #2 R.KID.2 Determining central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.		
PK.RI.KID.2 With prompting and support, orally identify a main topic, and retell details of texts, discussions, and activities.	M. Listening and comprehension Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 21. Comprehension 22. Speaking 26. Reading
PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.	M. Listening and comprehension Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 21. Comprehension

		22. Speaking 26. Reading
Reading Standards Key Ideas and Details – Standard #3 R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
PK.RI.KID.3 With prompting and support, orally identify the connection between information in a text to personal experience or other text.	M. Listening and comprehension Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 21. Comprehension 22. Speaking
PK.RL.KID.3 With prompting and support, orally identify characters, settings, and events from a familiar story.	M. Listening and comprehension Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 21. Comprehension 22. Speaking
Reading Standards Craft and Structure – Standard #4 R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific words choices shape meaning or tone.		
PK.RI.CS.4 With prompting and support, answer questions about the meaning of words and phrases in a text relevant to a pre-k topic or subject area.	M. Listening and comprehension	D. Language, Literacy, and Communication 23. Vocabulary
PK.RL.CS.4 With prompting and support, respond to questions about the meaning of unknown words in a story.	M. Listening and comprehension	D. Language, Literacy, and Communication 23. Vocabulary
Reading Standards Craft and Structure – Standard #5 R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
PK.RI.CS.5 Recognize various text features.	Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 27. Concepts about print

PK.RL.CS.5 Recognize common types of text.	Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 27. Concepts about print
Reading Standards Craft and Structure – Standard #6 R.CS.6 Assess how point of view or purpose shapes the content and style of a text.		
PK.RI.CS.6 With prompting and support, answer questions about who is presenting ideas or information in a text.	Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 21. Comprehension
PK.RL.CS.6 With prompting and support, answer questions about who is telling a story.	Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 21. Comprehension
Reading Standards Integration of Knowledge and Ideas – Standard #7 R.IKI.7 Assess how point of view or purpose shapes the content and style of text.		
PK.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 21. Comprehension 22. Speaking 27. Concepts about print
PK.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 21. Comprehension 22. Speaking 27. Concepts about print
Reading Standards Integration of Knowledge and Ideas – Standard #8 R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.		

PK.RI.IKI.8 This standard begins in kindergarten.		
PK.RL.IKI.8 Not applicable to literature.		
Reading Standards Integration of Knowledge and Ideas – Standard #9 R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.		
PK.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 21. Comprehension 22. Speaking
PK.RL.IKI.9 With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.	L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 21. Comprehension 22. Speaking
Reading Standards Range of Reading and Level of Text Complexity – Standard #10 Read and comprehend complex literary and informational texts independently and proficiently.		
PK.RI.RRTC.10 Listen and respond to informational texts of appropriate complexity for pre-k.	M. Listening and comprehension	D. Language, Literacy, and Communication 21. Comprehension
PK.RL.RRTC.10 Listen and respond to stories and poems of appropriate complexity for pre-k.	M. Listening and comprehension	D. Language, Literacy, and Communication 21. Comprehension
Foundational Literacy Standards Print Concepts – Standard #1 FL.PC.1 Demonstrate understanding of the organization and basic features of print.		
PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print.	Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication

		27. Concepts about print
a. Handle books appropriately, right-side-up, turning one page at a time, and front to back.	Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 28. Book knowledge
b. Recognize that spoken words can be written and read.	Q. Book enjoyment and knowledge	D. Language, Literacy, and Communication 27. Concepts about print
c. With guidance and support, understand that words are made up of alphabet letters.	O. Alphabetic knowledge	D. Language, Literacy, and Communication 27. Concepts about print
d. Recognize familiar uppercase and some of the most common lowercase letters.	O. Alphabetic knowledge	D. Language, Literacy, and Communication 25. Alphabetic knowledge
e. Distinguish between pictures and words.	P. Reading	D. Language, Literacy, and Communication 27. Concepts about print
Foundational Literacy Standards Phonological Awareness – Standard #2 FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.	N. Phonological awareness	D. Language, Literacy, and Communication 24. Phonological awareness
a. Recognize and discriminate between rhyming words in spoken language.	N. Phonological awareness	D. Language, Literacy, and Communication 24. Phonological awareness

b. Begin to pronounce and identify syllables in familiar words and words in a sentence.	N. Phonological awareness	D. Language, Literacy, and Communication 24. Phonological awareness
c. Begin to blend and segment onsets and rhymes of single-syllable spoken words.	N. Phonological awareness	D. Language, Literacy, and Communication 24. Phonological awareness
d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	N. Phonological awareness	D. Language, Literacy, and Communication 24. Phonological awareness
e. Identify whether or not two words begin or end with the same sound.	N. Phonological awareness	D. Language, Literacy, and Communication 24. Phonological awareness
Foundational Literacy Standards Phonics and Word Recognition – Standard #3 FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.		
PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	N. Phonological awareness O. Alphabetic knowledge	D. Language, Literacy, and Communication 24. Phonological awareness 25. Alphabetic knowledge
a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.	O. Alphabetic knowledge	D. Language, Literacy, and Communication 24. Phonological awareness 25. Alphabetic knowledge
b. Recognize high-frequency words by sight, including own name and other familiar words in the environment.	P. Reading	D. Language, Literacy, and Communication 26. Reading
c. Begin to decode regularly spelled CVC words.	O. Alphabetic knowledge P. Reading	D. Language, Literacy, and Communication

	N. Phonological awareness	24. Phonological awareness 25. Alphabetic knowledge 26. Reading
Foundational Literacy Standards Word Composition – Standard #4 FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.		
PK.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words.	O. Alphabetic knowledge P. Reading N. Phonological awareness	D. Language, Literacy, and Communication 24. Phonological awareness 25. Alphabetic knowledge
a. Begin to recognize the difference between upper and lowercase letters.	O. Alphabetic knowledge	D. Language, Literacy, and Communication 25. Alphabetic knowledge
b. Begin to print the distinctive features of letter forms (circle, diagonal, crossed lines, etc.).	O. Alphabetic knowledge	D. Language, Literacy, and Communication 25. Alphabetic knowledge
Foundational Literacy Standards Fluency – Standard #5 FL.F.5 Read with sufficient accuracy and fluency to support comprehension.		
PK.F.5 Interact with text to support comprehension.	P. Reading	D. Language, Literacy, and Communication 21. Comprehension 26. Reading
a. Use illustrations to retell story events in familiar picture books.	P. Reading	D. Language, Literacy, and Communication 21. Comprehension 26. Reading

<p>Foundational Literacy Standards Sentence Composition – Standard #6 FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p>		
<p>PK.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.</p>	R. Writing	D. Language, Literacy, and Communication 22. Speaking
<p>a. With modeling or verbal prompts, orally produce complete sentences.</p>	L. Speaking	D. Language, Literacy, and Communication 22. Speaking
<p>b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.</p>	P. Reading	D. Language, Literacy, and Communication 27. Concepts about print
<p>c. Use frequently occurring nouns and verbs when speaking and in shared language activities.</p>	L. Speaking	D. Language, Literacy, and Communication 23. Vocabulary
<p>d. Form regular plural nouns when speaking and in shared language activities.</p>	L. Speaking	D. Language, Literacy, and Communication 22. Speaking
<p>e. Understand and use question words (interrogatives) when speaking and in shared language activities.</p>	L. Speaking	D. Language, Literacy, and Communication 21. Comprehension 22. Speaking
<p>f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.</p>	L. Speaking	D. Language, Literacy, and Communication 22. Speaking
<p>g. With prompting and support, produce and expand complete sentences in shared language activities.</p>	L. Speaking	D. Language, Literacy, and Communication 22. Speaking

h. Begin to recognize that a name begins with a capital letter.	P. Reading?	D. Language, Literacy, and Communication 27. Concepts about print
Foundational Literacy Standards Vocabulary Acquisition – Standard #7 FL.VA.7 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
PK.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-k conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	L. Speaking?	D. Language, Literacy, and Communication 23. Vocabulary
PK.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among familiar verbs describing the same general action (i.e., jog/sprint).	L. Speaking?	D. Language, Literacy, and Communication 23. Vocabulary
PK.FL.VA.7c Use words and phrases acquired through conversations, being read to, and responding to texts.	L. Speaking?	D. Language, Literacy, and Communication 23. Vocabulary
Writing Standards Text Types and Protocol – Standard #1 W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
PK.W.TTP.1 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.	R. Writing	D. Language, Literacy, and Communication 29. Writing
Writing Standards Text Types and Protocol – Standard #2 W.TTP.2 Write information/explanatory texts to examine and convey complex ideas		

and information clearly and accurately through the effective selection, organization, and analysis of content.		
PK.W.TTP.2 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.	R. Writing	D. Language, Literacy, and Communication 29. Writing
Writing Standards Text Types and Protocol – Standard #3 W.TTP.3 Write narratives to develop real or imagines experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.	R. Writing	D. Language, Literacy, and Communication 29. Writing
Writing Standards Production and Distribution of Writing – Standard #4 W.PDW.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
PK.W.PDW.4 With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).	R. Writing	D. Language, Literacy, and Communication 29. Writing
Writing Standards Production and Distribution of Writing – Standard #5 W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
PK.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating, and/or emergent writing as needed.	R. Writing	D. Language, Literacy, and Communication 29. Writing
Writing Standards Production and Distribution of Writing – Standard #6 W.PDW.6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.		
PK.W.PDW.6 This standard begins in Kindergarten.		

<p>Writing Standards Research to Build and Present Knowledge – Standard #7 W.RBPK.7</p> <p>Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p>		
<p>PK.W.RBPK.7 With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.</p>	R. Writing	D. Language, Literacy, and Communication 26. Reading 29. Writing
<p>Writing Standards Research to Build and Present Knowledge – Standard #8 W.RBPK.8</p> <p>Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p>		
<p>PK.W.RBPK.8 With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	L. Speaking R. Writing	D. Language, Literacy, and Communication 21. Comprehension 26. Reading
<p>Writing Standards Range of Writing – Standard #10 W.RW.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		
<p>PK.W.RBPK.10 With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.</p>	R. Writing	D. Language, Literacy, and Communication 29. Writing
<p>Speaking and Listening Standards Comprehension and Collaboration – Standard #1 SL.CC.1</p> <p>Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p>		
<p>PK.SL.CC.1 Participate with varies peers and adults in collaborative conversations across activities throughout the day.</p>	L. Speaking	D. Language, Literacy, and Communication 22. Speaking
<p>a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.</p>	L. Speaking	D. Language, Literacy, and Communication

		22. Speaking
Speaking and Listening Standards Comprehension and Collaboration – Standard #2 SL.CC.2 Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.		
PK.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.	M. Listening and comprehension	D. Language, Literacy, and Communication 21. Comprehension 26. Reading
Speaking and Listening Standards Comprehension and Collaboration – Standard #3 SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.		
PK.SL.CC.3 With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.	M. Listening and comprehension	D. Language, Literacy, and Communication 21. Comprehension
Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #4 SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning: the organization, development, and style are appropriate to task, purpose, and audience.		
PK.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	L. Speaking	D. Language, Literacy, and Communication 22. Speaking
Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #5 SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
PK.SL.PKI.5 Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.	R. Writing	D. Language, Literacy, and Communication 29. Writing
Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #6 SL.PKI.6	L. Speaking	D. Language, Literacy, and Communication

Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.		22. Speaking
PK.SL.PKI.6 With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.	L. Speaking	D. Language, Literacy, and Communication 22. Speaking
Domain Name		
Standard		
Mathematics		
Counting and Cardinality (CC): Standard A Know number names and the counting sequence.		
PK.CC.A.1 Count forward from 1 to 30.	S. Number and counting	E. Mathematics 31. Number words and symbols 32. Counting
PK.CC.A.2 This standard begins in Kindergarten.		
PK.CC.A.3 Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).	R. Writing	E. Mathematics 31. Number words and symbols
PK.CC.A.4 Begin to name numerals 0-10.	S. Number and counting	E. Mathematics 31. Number words and symbols
Counting and Cardinality (CC): Standard B Count to tell the number of objects.		
PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	S. Number and counting	E. Mathematics 32. Counting
a. When counting objects, say the number names in the standard order, using one-to-one correspondence.	S. Number and counting	E. Mathematics 32. Counting
b. Understand that the last number said tells the number of objects counted.	S. Number and counting	E. Mathematics 32. Counting
c. Recognize that one more object added to a group of objects changes	S. Number and counting	E. Mathematics

the quantity as a whole.		32. Counting 33. Part-whole relationships
PK.CC.B.5 Understand that a number represents a corresponding quantity.	S. Number and counting	E. Mathematics 31. Number words and symbols
a. Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).	S. Number and counting	E. Mathematics 32. Counting
b. Given a number from 1-10, count out that many objects.	S. Number and counting	E. Mathematics 32. Counting
c. With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle.	S. Number and counting	E. Mathematics 32. Counting
d. With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration.	S. Number and counting	E. Mathematics 32. Counting
Counting and Cardinality (CC): Standard C Compare numbers.		
PK.CC.C.6 Use comparative language, such as more/less than or equal to, compare and describe collections of objects.	U. Measurement	E. Mathematics 36. Measuring
PK.CC.C.7 This standard begins in Kindergarten.		
Operations and Algebraic Thinking (OA): Standard A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.		
PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	S. Number and counting W. Data analysis	E. Mathematics 33. Part-whole relationships 39. Data analysis
PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).	S. Number and counting	E. Mathematics 33. Part-whole relationships 39. Data analysis
PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.	S. Number and counting W. Data analysis	E. Mathematics 33. Part-whole relationships 39. Data analysis

PK.OA.A.4 Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.	S. Number and counting W. Data analysis	E. Mathematics 33. Part-whole relationships 39. Data analysis
PK.OA.A.5 This standard begins in Kindergarten.		
Number and Operations in Base Ten (NBT): Standard A Work with numbers 11-19 to gain foundations for place value.		
PK.NBT.A.1 This standard begins in Kindergarten.		
Measurement and Data (MD): Standard A Describe and compare measurable attributes.		
PK.MD.A.1 Describe measurable attributes of a single object, such as length, width, height.	U. Measurement	E. Mathematics 36. Measuring
PK.MD.A.2 Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e., heavier/lighter, longer/shorter, etc.).	U. Measurement	E. Mathematics 36. Measuring
Measurement and Data (MD): Standard B Work with money.		
PK.MD.B.3 Begin to recognize currency and its purpose.	?	H. Social Studies 54. Community roles
Measurement and Data (MD): Standard C Classify objects and count the number of objects in each category.		
PK.MD.B.3 Sort a collection of objects into given categories using more than one attribute.	BB. Observing and classifying	G. Science and Technology 54. Community roles
Geometry: Standard A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).		
PK.G.A.1 Begin to use relative position words in appropriate context, such as above, below, beside, and between.	T. Geometry: Shapes and spatial awareness	E. Mathematics 35. Spatial awareness
PK.G.A.2 Correctly name some two-dimensional shapes.	T. Geometry: Shapes and spatial awareness	E. Mathematics 34. Shapes

PK.G.A.3 Begin to explore shapes as two-dimensional or three-dimensional.	T. Geometry: Shapes and spatial awareness	E. Mathematics 34. Shapes
PK.G.A.4 Begin to describe objects in the environment using names of shapes.	T. Geometry: Shapes and spatial awareness	E. Mathematics 34. Shapes
Geometry: Standard B Analyze, compare, create, and compose shapes.		
PK.G.B.4 Describe similarities and differences between two-dimensional shapes.	T. Geometry: Shapes and spatial awareness	E. Mathematics 34. Shapes
PK.G.B.5 Model shapes in the world by building and drawing shapes.	T. Geometry: Shapes and spatial awareness	E. Mathematics 34. Shapes
PK.G.B.6 Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.	T. Geometry: Shapes and spatial awareness	E. Mathematics 34. Shapes
Domain Name		
Standard		
Science		
Physical Science (PS): Matter and its interactions.		
PK.PS1.01 a. Describe and categorize objects based on their observable properties.	BB. Observing and classifying	G. Science and Technology 45. Observing 46. Classifying
b. Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in the environment.	DD. Natural and physical world	G. Science and Technology 51. Natural and physical world
c. Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag).	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	G. Science and Technology 45. Observing 48. Predicting 50. Communicating ideas 51. Natural and physical world
d. Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.	BB. Observing and classifying	G. Science and Technology 45. Observing

	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	48. Predicting 50. Communicating ideas 51. Natural and physical world
Life Science (LS): From molecules to organisms: structures and processes.		
PK.LS1.01 a. Identify common attributes of familiar living things.	DD. Natural and physical world	G. Science and Technology 51. Natural and physical world 45. Observing
b. Recognize differences between living organisms and non-living materials.	DD. Natural and physical world	G. Science and Technology 51. Natural and physical world 45. Observing
c. Recognize and describe the function of the five senses of humans.	DD. Natural and physical world	G. Science and Technology 45. Observing
Earth Science (ESS2): Note: Earth Science (ESS1): Earth's place in the universe begins in Kindergarten.		
PK.ESS2.01 a. Investigate and identify a variety of Earth materials by their observable properties (e.g., soil, rocks, sand, water).	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	G. Science and Technology 45. Observing 47. Experimenting 51. Natural and physical world
b. Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.).	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	G. Science and Technology 45. Observing 50. Communicating ideas 51. Natural and physical world
Earth Science (ESS3) Earth and human activity.		
PK.ESS3.01 a. Observe, describe, and compare the habitats of plants and animals.	DD. Natural and physical world	G. Science and Technology 45. Observing 46. Classifying 50. Communicating ideas 51. Natural and physical world

b. Observe and discuss how humans and animals respond to changes in weather.	DD. Natural and physical world	G. Science and Technology 45. Observing 46. Classifying 50. Communicating ideas 51. Natural and physical world
c. Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.).	DD. Natural and physical world	G. Science and Technology 45. Observing 51. Natural and physical world H. Social Studies 58. Ecology
Engineering, Technology and Science (ETS1): Engineering design.		
PK.ETS1.01 a. Use senses to gather, explore, and interpret information.	CC. Experimenting, predicting, and drawing conclusions	G. Science and Technology 45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
b. With modeling, prompting, and support, record and organize data using graphs, charts, science Journals, etc., to communicate conclusions regarding experiments and explorations.	W. Data analysis	G. Science and Technology 50. Communicating ideas
c. Make predictions based on observations and prior explorations.	CC. Experimenting, predicting, and drawing conclusions	G. Science and Technology 45. Observing 47. Experimenting 48. Predicting
Engineering, Technology and Science (ETS2): Links among engineering, technology, science, and society.		
PK.ETS2.01 a. Recognize that tools have specific characteristics that determine their use.	EE. Tools and technology	G. Science and Technology 52. Tools and technology
b. Explore familiar environments through the use of simple tools.	EE. Tools and technology	G. Science and Technology 52. Tools and technology

Domain Name		
Standard		
Social Studies		
Culture Students will explore different traditions, customs, and cultures within their families, schools, and communities.		
PK.01 In conversation, describe familiar people, places, things, and events, with reference to a student’s home and school.	FF. Knowledge of self and others	H. Social Studies 53. Diversity 54. Community roles
PK.02 Begin to recognize similarities and differences between family customs and cultures.	FF. Knowledge of self and others	H. Social Studies 53. Diversity 54. Community roles
Economics Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money.		
PK.03 Begin to distinguish between wants and needs.	FF. Knowledge of self and others?	H. Social Studies 54. Community roles
PK.04 Identify how the basic human needs of food, clothing, shelter, and transportation are met.	FF. Knowledge of self and others	H. Social Studies 53. Diversity 54. Community roles
PK.05 Begin to recognize money and its uses.	FF. Knowledge of self and others?	H. Social Studies 54. Community roles
PK.06 Identify different types of jobs, including work done in the home, school, and community.	FF. Knowledge of self and others	H. Social Studies 54. Community roles
PK.07 Give examples of how people exchange goods and use money to acquire wants and needs.	FF. Knowledge of self and others?	H. Social Studies 54. Community roles
Geography Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.		

PK.08 Use directions such as up, down, in front, and behind.	GG. Geography	H. Social Studies 56. Geography
PK.09 Identify what a map represents.	GG. Geography	H. Social Studies 56. Geography
PK.10 Understand how roads help people get around, and how they are used to organize locations within a city.	GG. Geography	H. Social Studies 56. Geography
Government and Civics Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols.		
PK.11 Give examples of people who are authority figures.		H. Social Studies 54. Community roles 56. Geography
PK.12 Recognize shapes found on flags and identify the American flag.		
PK.13 Begin to recognize the name and role of the current President of the United States.		
PK.14 Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.		H. Social Studies 54. Community roles 56. Geography
PK.15 Identify the need for rules.	G. Community	B. Social and Emotional Development 11. Community
PK.16 This standard begins in Kindergarten.		
History Students will understand the chronological organization of history and the importance of holidays.		
PK.17 Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday,	HH. History	H. Social Studies 57. History
PK.18, PK.19, PK.20 Begin in Kindergarten		

Domain Name		
Standard		
Creative Arts		
Visual Arts Express self and represent what the student knows, thinks, believes, and feels through visual arts.		
PK.CA.1 Experiment with a variety of media and art materials for tactile experience and exploration.	X. Art	F. Creative Arts 40. Art
PK.CA.2 Create artistic works with intent and purpose using varying tools, texture, color, and technique.	X. Art	F. Creative Arts 40. Art
PK.CA.3 Present and respond to visual art created by self and others.	X. Art	F. Creative Arts 40. Art 44. Appreciating the arts
Music Express self by engaging in musical activities.		
PK.CA.4 Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.	Y. Music	F. Creative Arts 41. Music
PK.CA.5 Create and perform using voice, traditional instruments, and/or non-traditional instruments.	Y. Music	F. Creative Arts 41. Music
Creative Movement & Dance		
PK.CA.6 Respond to feelings through dance or creative movement.	Z. Movement	F. Creative Arts 42. Movement
PK.CA.7 Perform different characteristics of movement in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props').	Z. Movement	F. Creative Arts 42. Movement
Theatre/Dramatic Play		
PK.CA.8 Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.	AA. Pretend play	F. Creative Arts 43. Pretend play
PK.CA.9 Respond and react to theatre and drama presentations.	AA. Pretend play	F. Creative Arts

		43. Pretend play
Cultural Differences		
PK.CA.10 Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.	X. Art Y. Music Z. Movement	F. Creative Arts 40. Art 41. Music 42. Movement 43. Pretend play 44. Appreciating the arts H. Social Studies 53. Diversity
Domain Name		
Standard		
Physical Development		
Sensorimotor Use senses to assist and guide learning; using sensory information to plan and carry out movements.		
PK.PD.1 Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.	BB. Observing and classifying	G. Science and Technology 45. Observing 46. Classifying 49. Drawing conclusions 50. Communicating ideas
PK.PD.2 Demonstrate awareness of spatial boundaries and the ability to work and move within them.	I. Gross-motor skills	C. Physical Development and Health 18. Body awareness
Gross Motor Demonstrate coordination and control of large muscles.		
PK.PD.3 Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).	I. Gross-motor skills	C. Physical Development and Health 16. Gross-motor skills
PK.PD.4 Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower	I. Gross-motor skills	C. Physical Development and Health 16. Gross-motor skills

body (e.g., balls, slides, locomotive toys, and assistive technology).		
Fine Motor Demonstrate eye-hand coordination and dexterity needed to manipulate objects.		
PK.PD.5 Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).	J. Fine-motor skills	C. Physical Development and Health 17. Fine-motor skills
PK.PD.6 Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).	J. Fine-motor skills	C. Physical Development and Health 17. Fine-motor skills
Personal Health & Safety		
PK.PD.7 Demonstrate personal care and hygiene skills.	K. Personal care and healthy behavior	C. Physical Development and Health 19. Personal care 20. Healthy behavior
PK.PD.8 Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).	K. Personal care and healthy behavior	C. Physical Development and Health 19. Personal care 20. Healthy behavior
PK.PD.9 Demonstrate awareness and understanding of safety rules.	K. Personal care and healthy behavior	C. Physical Development and Health 20. Healthy behavior