# Tennessee Early Learning Developmental Standards and Every Child Ready Standards Alignment

| Tennessee Early Learning Developmental Standards and Every Child Ready Standards Alignment | | | | | | | | | | | |
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| **Tennessee Early Learning Developmental Standards (2018)**<br>**Strand:** Approaches to Learning (AL) **Grade:** Pre-K | | **Every Child Ready Standards** | | | | | | | | | |
| **Category** | **Standard** | **Alignment 1** | **Alignment 2** | **Alignment 3** | **Alignment 4** | **Alignment 5** | **Alignment 6** | **Alignment 7** | **Alignment 8** | **Alignment 9** | **Alignment 10** |
| **Creativity**<br>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 | ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. | ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. | ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. | SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. | C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. | C-ARTS.3.A Expresses self using a variety of art materials and tools. | ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). | | | |
| | **PK.AL.CR.3** Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play. | ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). | ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. | ATL.1.D Carries out familiar roles during individual or collaborative role-play. | C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. | C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. | C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. | C-ARTS.3.A Expresses self using a variety of art materials and tools. | | | |
| | **PK.AL.CR.4** Demonstrate a willingness to engage in new experiences and activities. | ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. | ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. | ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. | ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. | ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices. | IS.6.E Seeks out opportunities to complete age-appropriate tasks independently. | | | | |
| **Self-Regulation**<br>Engage in learning to effectively plan and problem solve. | **PK.AL.SR.5** Maintain focus appropriate to completing a task and/or learning activity. | ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). | ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). | ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes). | ATL.6.D Refocuses attention to independent or group activity after minor distraction. | ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes). | ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. | ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior. | | | |
| | **PK.AL.SR.6** Persist in solving a problem or question, with adult prompting. | ATL.3.C Asks questions and seeks clarity after attempting a challenging task. | ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. | ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. | ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). | IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. | IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e. g., ask for help, compromise). | ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. | | | |
| | **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. | ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. | ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. | ATL.8.D Creates and follows through with simple plans independently. | ATL.8.E Plans simple steps for future activity goal. | ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. | ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task. | ATL.4.D Assesses or reflects upon activity or task outcome or product. | ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions. | C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. | |
| **Critical Thinking**<br>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, why, when, where, and/or<br>what if). | ATL.3.C Asks questions and seeks clarity after attempting a challenging task. | LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. | LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. | LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. | | | | | | |
| | **PK.AL.CT.9** Demonstrate an awareness of connection between prior and new knowledge. | ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). | ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play). | ATL.9.CAccesses prior knowledge to make an independent or social decision (e. g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today). | ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). | ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). | | | | | |
| | **PK.AL.CT.10** Identify a problem and attempt multiple ways to solve it, with or without assistance. | ATL.3.C Asks questions and seeks clarity after attempting a challenging task. | ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. | ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). | ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. | IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. | IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e. g., ask for help, compromise). | IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. | IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. | | |
| **Communication**<br>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. | LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. | LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. | LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. | LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. | LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. | LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener. | | |
| | **AL.PK.CO.12** Seek assistance and/or information when needed to complete a task. | ATL.3.C Asks questions and seeks clarity after attempting a challenging task. | IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. | IS.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. | IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. | LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. | LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. | | | | |
| **Collaboration**<br>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. | ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). | ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). | ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). | ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). | IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). | IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e. g., using kind words, helping peers, playing together, taking turns). | IS.5.D Often uses and initiates friendship and teamwork skills (e. g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. | ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes). | C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. | C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. |
| | **PK.AL.CB.14** Demonstrate a willingness to collaborate with others to solve a problem. | ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). | ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). | ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). | IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e. g., using kind words, helping peers, playing together, taking turns). | IS.5.D Often uses and initiates friendship and teamwork skills (e. g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. | IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e. g., ask for help, compromise). | IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. | IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. | LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. | |

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| **Tennessee Early Learning Developmental Standards (2018)**<br>**Strand:** English Language Arts **Grade:** Pre-K | | **Every Child Ready Standards** | | | | | | | | | |
| **Category** | **Standard** | **Alignment 1** | **Alignment 2** | **Alignment 3** | **Alignment 4** | **Alignment 5** | **Alignment 6** | **Alignment 7** | **Alignment 8** | **Alignment 9** | **Alignment 10** |
| **Reading Standards Key Ideas and Details – Standard #1 R.KID.1**<br>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. | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. | LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. | | | | | |
| | **PK.RL.KID.1** With modeling, prompting, and support, ask, and answer questions about a story read aloud. | LL-NC.1.C Identifies and answers questions about events in a story. | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. | LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text. | | | | |
| **Reading Standards Key Ideas and Details – Standard #2 R.KID.2**<br>Determine 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. | LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. | | | | | | | |
| | **PK.RL.KID.2** With prompting and support, orally retell familiar stories including details. | LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. | LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures. | LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. | LL-NC.3.E With prompting and support, retells familiar stories, including key details. | LL-BK.2.B Uses illustrations to tell a familiar story. | LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. | | | | |
| **Reading Standards Key Ideas and Details – Standard #3 R.KID.3**<br>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. | LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. | LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic. | LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text. | | | | | | | |
| | **PK.RL.KID.3** With prompting and support, orally identify characters, settings, and events from a familiar story. | LL-NC.1.AA Identifies characters in a simple story. | LL-NC.1.A Identifies and describes the main character in a story. | LL-NC.1.B Identifies the setting in a story. | LL-NC.1.C Identifies and answers questions about events in a story. | LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. | LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. | | | | |
| **Reading Standards Craft and Structure – Standard #4 R.CS.4**<br>Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word 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 pre-K topic or subject area. | LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. | LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. | LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). | LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. | | | | | | |
| | **PK.RL.CS.4** With prompting and support, respond to questions about the meaning of unknown words in a story. | LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). | LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. | | | | | | | | |
| **Reading Standards Craft and Structure – Standard #5 R.CS.5**<br>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. | LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. | LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. | LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. | LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark). | | | | | | |
| | **PK.RL.CS.5** Recognize common types of text. | LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. | | | | | | | |
| **Reading Standards Craft and Structure – Standard #6 R.CS.6**<br>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. | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. | | | | | | | |
| | **PK.RL.CS.6** With prompting and support, answer questions about who is telling a story. | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. | LL-NC.1.AA Identifies characters in a simple story. | LL-NC.1.A Identifies and describes the main character in a story. | | | | | | |
| **Reading Standards Integration of Knowledge and Ideas – Standard #7 R.IKI.7**<br>Assess how point of view or purpose shapes the content and style of a text. | **PK.RI.IKI.7** With prompting and support, orally describe the relationship between illustrations and the text in which they appear. | LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. | LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. | LL-BK.3.B Distinguishes between print and images in books and in the environment. | LL-NC.2.AA Responds to illustrations or photos by using at least one word. | | | | | | |
| | **PK.RL.IKI.7** With prompting and support, orally describe the relationship between illustrations and the story in which they appear. | LL-BK.2.B Uses illustrations to tell a familiar story. | LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. | LL-NC.2.AA Responds to illustrations or photos by using at least one word. | LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. | LL-BK.3.B Distinguishes between print and images in books and in the environment. | | | | | |
| **Reading Standards Integration of Knowledge and Ideas – Standard #8 R.IKI.8**<br>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. | NA for pre-K | | | | | | | | | |
| | **PK.RL.IKI.8** Not applicable to literature. | NA | | | | | | | | | |
| **Reading Standards Integration of Knowledge and Ideas – Standard #9 R.IKI.9**<br>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. | LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic. | | | | | | | | | |
| | **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. | LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text. | LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions. | LL-NC.1.A Identifies and describes the main character in a story. | LL-NC.1.C Identifies and answers questions about events in a story. | | | | | | |
| **Reading Standards Range of Reading and Level of Text Complexity – Standard #10**<br>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. | LL-NC.5.AA Listens to a wide variety of informational texts read aloud. | LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | | | | | | | |
| | **PK.RL.RRTC.10** Listen and respond to stories and poems of appropriate complexity for pre-K. | LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | LL-NC.3.E With prompting and support, retells familiar stories, including key details. | LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." | | | | | | |
| | **PK.FL.PC.1** Demonstrate understanding of the organization and basic features of print. | LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. | LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. | LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. | LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. | LL-BK.3.A Demonstrates understanding that print has meaning. | LL-BK.3.B Distinguishes between print and images in books and in the environment. | LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. | LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark). | LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage. | LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage. |

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| **Foundational Literacy Standards Print Concepts – Standard #1 FL.PC.1** Demonstrate understanding of the organization and basic features of print. | a. Handle books appropriately, right-side-up, turning pages one at a time, and front to back. | LL-BK.1.A Treats books with care. | LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. | LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. | LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. | | | | | | |
| | b. Recognize that spoken words can be written and read. | LL-BK.3.A Demonstrates understanding that print has meaning. | LL-WR.1.AA Observes a shared writing experience led by a teacher. | LL-WR.1.A Observes and nonverbally or verbally responds to a shared writing experience led by a teacher. | LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. | | | | | | |
| | c. With guidance and support, understand that words are made up of alphabet letters. | LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. | LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark). | LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. | | | | | | | |
| | d. Recognize familiar uppercase letters and some of the most common lowercase letters. | LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name. | LL-AK.1.B Identifies up to ten uppercase or lowercase letters. | LL-AK.1.C Identifies up to 20 uppercase or lowercase letters. | LL-AK.1.D Identifies up to 30 uppercase or lowercase letters. | LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order. | | | | | |
| | e. Distinguish between pictures and words. | LL-BK.3.B Distinguishes between print and images in books and in the environment. | LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. | | | | | | | | |
| **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 | LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. | LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words. | LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. | LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." | LL-PA.4.AA Listens to and repeats the correct beginning sounds. | LL-PA.6.AA Participates in phoneme activities with teachers. | | | | |
| | a. Recognize and discriminate between rhyming words in spoken language. | LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." | LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" | LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word. | | | | | | | |
| | b. Begin to pronounce and identify syllables in familiar words and words in a sentence. | LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. | LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words. | LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. | LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally. | LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally. | | | | | |
| | c. Begin to blend and segment onsets and rhymes of single-syllable spoken words. | LL-PA.5.AA Participates in onset-rime activities with teachers. | LL-PA.5.A Repeats a list of three CVC words that have the same rime. | LL-PA.5.B Isolates the onset of CVC words. | LL-PA.5.C Isolates the rime of CVC words. | LL-PA.5.D Blends onset-rimes to form familiar CVC words. | LL-PA.5.E Segments onset-rimes in familiar CVC words. | | | | |
| | 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/. | LL-PA.4.AA Listens to and repeats the correct beginning sounds. | LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs). | LL-PA.4.D Identifies the final consonant sound in one-syllable words. | LL-PA.6.A Repeats an individual sound. | LL-PA.6.C Segments a two-phoneme word. | LL-PA.6.E Segments three phonemes in familiar CVC words to identify the individual phonemes. | | | | |
| | e. Identify whether or not two words begin or end with the same sound. | LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). | LL-PA.4.C Produces words that have the same initial sound when given a consonant sound. | LL-PA.4.D Identifies the final consonant sound in one-syllable words. | | | | | | | |
| **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. | LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters. | LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters. | LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters. | LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters. | LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order. | | | | | |
| | a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants. | LL-AK.2.AA Produces the first letter sound in their name with teacher support. | LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters. | LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters. | LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters. | LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters. | | | | | |
| | b. Recognize high-frequency words by sight, including own name and other familiar words in the environment | LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. | LL-BK.2.AA Identifies familiar images or logos in environmental print. | LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. | LL-AK.1.AA Identifies the first letter in their name. | LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. | | | | | |
| | c. Begin to decode regularly spelled CVC words. | LL-PA.5.D Blends onset-rimes to form familiar CVC words. | LL-PA.6.B Blends a two-phoneme word with teacher support. | LL-PA.6.D Blends three phonemes in familiar CVC words. | LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters. | | | | | | |
| **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. | LL-WR.6.C Writes the correct initial sound of a word. | LL-WR.6.D Writes the final sound or another sound heard in a word. | LL-WR.6.E Writes the correct initial, medial, and final sound when writing a CVC word. | LL-WR.7.A Completes a sentence prompt with a written word using phonetic spelling. | | | | | | |
| | a. Begin to recognize the difference between upper and lowercase letters. | LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name. | LL-AK.1.B Identifies up to ten uppercase or lowercase letters. | LL-AK.1.C Identifies up to 20 uppercase or lowercase letters. | LL-AK.1.D Identifies up to 30 uppercase or lowercase letters. | LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order. | | | | | |
| | b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.). | LL-WR.3.A When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters. | LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. | LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. | LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. | LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing. | | | | | |
| **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. | LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. | LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. | LL-BK.1.D Looks at books independently or with peers. | LL-BK.1.E Invites peers to look at books or asks questions about books read by peers. | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | LL-NC.3.E With prompting and support, retells familiar stories, including key details. | | | | |
| | a. Use illustrations to retell story events in familiar picture books. | LL-BK.2.B Uses illustrations to tell a familiar story. | LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. | LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures. | LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. | LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures. | LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. | | | | |
| **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. | **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. | LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball."). | LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw."). | LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball."). | LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball."). | LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof."). | LL-WR.5.D Capitalizes the first letter in name. | LL-WR.5.E Identifies and begins using punctuation at the end of a sentence (period, exclamation mark, question mark). | | | |
| | a. With modeling or verbal prompts, orally produce complete sentences. | LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw."). | LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball."). | LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball."). | LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof."). | LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof."). | | | | | |
| | b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence. | LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. | LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. | LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage. | LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage. | LL-WR.5.C Leaves spaces between words when writing. | | | | | |
| | c. Use frequently occurring nouns and verbs when speaking and in shared language activities. | LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. | LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. | LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). | LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw."). | LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball."). | | | | | |
| | d. Form regular plural nouns when speaking and in shared language activities. | LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball."). | | | | | | | | | |

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| punctuation, when writing. | | | | | | | | | | | |
| | e. Understand and use question words (interrogatives) when speaking and in shared language activities. | LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. | LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. | | | | | | | |
| | f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities. | M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. | M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. | M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. | LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof."). | | | | | | |
| | g. With prompting and support, produce and expand complete sentences in shared language activities. | LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball."). | LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball."). | LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof."). | LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof."). | | | | | | |
| | h. Begin to recognize that a name begins with a capital letter. | LL-WR.5.D Capitalizes the first letter in name. | | | | | | | | | |
| **Foundational Literacy Standards Vocabulary Acquisition – Standard #7 FL.VA.7**<br>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.<br>(1) Identify new meanings for familiar words and apply them accurately.<br>(2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. | LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. | LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. | LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). | LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. | | | | | | |
| | **PK.FL.VA.7b** With guidance and support from adults, explore word relationships and nuances in word meanings.<br>(1) Sort common objects into categories to gain a sense of the concepts the categories represent.<br>(2) Demonstrate understanding of frequently occurring verbs and adjectives.<br>(3) Make real-life connections between words and their use.<br>(4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint) | M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. | M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. | M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. | LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. | LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). | SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | | | | |
| | **PK.FL.VA.7c** Use words and phrases acquired through conversations, being read to, and responding to texts. | LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment. | LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. | LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. | LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. | LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). | LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. | | | | |
| **Writing Standards Text Types and Protocol – Standard #1 W.TTP.1**<br>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. | LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. | LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. | LL-WR.2.AA Draws to represent something or to communicate a thought. | LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. | LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. | | | | | |
| **Writing Standards Text Types and Protocol – Standard #2 W.TTP.2**<br>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. | LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. | LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. | LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. | LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | LL-NC.5.B Recognizes that informational texts are a source of information. | LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. | | | |
| **Writing Standards Text Types and Protocol – Standard #3 W.TTP.3**<br>Write narratives to develop real or imagined 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. | LL-NC.4.AA Says or reenacts one event in a personal narrative by using at least one word. | LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase. | LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. | LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. | LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. | LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling. | | | | |
| **Writing Standards Production and Distribution of Writing – Standard #4 W.PDW.4**<br>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.) | **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.) | LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. | LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. | LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. | LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. | LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. | LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. | | | | |
| **Writing Standards Production and Distribution of Writing – Standard #5 W.PDW.5**<br>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. | LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. | LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. | LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. | LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. | LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. | ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions. | | |
| **Writing Standards Production and Distribution of Writing – Standard #6 W.PDW.6**<br>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. | NA for pre-K | | | | | | | | | |
| **Writing Standards Research to Build and Present Knowledge – Standard #7 W.RBPK.7**<br>Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation. | **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. | LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. | LL-BK.1.D Looks at books independently or with peers. | LL-BK.1.E Invites peers to look at books or asks questions about books read by peers. | LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. | LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. | LL-WR.1.D Helps lead a shared writing experience with a teacher or peers. | LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. | SC-SP.3.A With teacher guidance, participates in recording scientific observations and data. | | |
| **Writing Standards Research to Build and Present Knowledge – Standard #8 W.RBPK.8**<br>Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. | **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. | ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). | ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play). | ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today). | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | LL-NC.5.B Recognizes that informational texts are a source of information. | LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. | SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. | | | |
| **Writing Standards Research to Build and Present Knowledge – Standard #9 W.RBPK.9**<br>Draw evidence from literary or informational texts to support analysis, reflection, and research. | **PK.W. RBPK.9** This standard begins in Grade 4. | NA for pre-K | | | | | | | | | |
| **Writing Standards Range of Writing – Standard #10 W.RW.10**<br>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. | **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. | LL-WR.1.AA Observes a shared writing experience led by a teacher. | LL-WR.1.A Observes and nonverbally or verbally responds to a shared writing experience led by a teacher. | LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. | LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. | LL-WR.2.AA Draws to represent something or to communicate a thought. | LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. | LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. | LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. | LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. | LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. |
| **Speaking and Listening Standards Comprehension and Collaboration – Standard #1 SL.CC.1**<br>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. | **PK.SL.CC.1** Participate with varied peers and adults in collaborative conversations across activities throughout the day. | LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. | LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. | LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. | LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener. | LL-LC.4.E Modifies conversations based on the context or listener. | IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). | IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. | IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. | | |
| | a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time. | LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. | LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. | LL-LC.4.D Adds information or appropriately remains on, or changes, topic during a conversation with multiple feedback loops alternating between speaker and listener. | LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. | IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). | IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). | | | |

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| **Speaking and Listening Standards Comprehension and Collaboration – Standard #2 SL.CC.2**<br>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. | LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). | LL-NC.3.AA Joins in acting out a book as it's read aloud. | LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures. | LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. | LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures. | LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. | LL-NC.3.E With prompting and support, retells familiar stories, including key details. | LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. | C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. | C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. |
| **Speaking and Listening Standards Comprehension and Collaboration – Standard #3 SL.CC.3**<br>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. | LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. | LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. | LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. | LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. | ATL.3.C Asks questions and seeks clarity after attempting a challenging task. | IS.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks. | | | |
| **Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #4 SL.PKI.4**<br>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. | LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. | LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. | LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. | LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball."). | LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase. | LL-NC.4.B Tells a two-event personal narrative using simple phrases. | LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details. | LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling. | | |
| **Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #5 SL.PKI.5**<br>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. | LL-WR.2.AA Draws to represent something or to communicate a thought. | LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. | LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. | LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. | LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. | LL-LC.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. | C-ARTS.3.A Expresses self using a variety of art materials and tools. | C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. | C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. | C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. |
| **Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #6 SL.PKI.6**<br>Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. | **PK.SL.PKI.6** With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking. | LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. | LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. | LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. | LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. | LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. | IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self. | IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. | IS.1.D Independently verbally or nonverbally names and describes their own emotions. | | |

| Tennessee Early Learning Developmental Standards and Every Child Ready Standards Alignment | | | | | | | | | | |
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| **Tennessee Early Learning Developmental Standards (2018)**<br>**Strand:** Mathematics **Grade:** Pre-K | | **Every Child Ready Standards** | | | | | | | | |
| **Category** | **Standard** | **Alignment 1** | **Alignment 2** | **Alignment 3** | **Alignment 4** | **Alignment 5** | **Alignment 6** | **Alignment 7** | **Alignment 8** | **Alignment 9** |
| **Counting and Cardinality (CC): Standard A**<br>Know number names and the counting sequence. | **PK.CC.A.1** Count forward from 1 to 30. | M-NC.1.E Says number words in order from 1–20 from memory. | | | | | | | | |
| | **PK.CC.A.2** This standard begins in Kindergarten. | NA for pre-K | | | | | | | | |
| | **PK.CC.A.3** Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines). | PD.3.A Draws vertical and horizontal lines with a model using a fisted grasp. | PD.3.B With teacher modeling, draws circles, squares, and crosses. | | | | | | | |
| | **PK.CC.A.4** Begin to name numerals 0-10. | M-NC.5.B Says the names of numerals 0–5 shown in random order. | M-NC.5.C Says the names of numerals 0–7 shown in random order. | M-NC.5.D Says the names of numerals 0–10 shown in random order. | | | | | | |
| **Counting and Cardinality (CC): Standard B**<br>Count to tell the number of objects. | **PK.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality. | M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. | M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. | M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. | M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. | M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. | M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. | M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted. | M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10. | |
| | a. When counting objects, say the number names in the standard order, using one-to-one correspondence. | M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. | M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. | M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. | M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. | | | | | |
| | b. Understand that the last number name said tells the number of objects counted. | M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. | M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. | M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. | M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted. | | | | | |
| | c. Recognize that one more object added to a group of objects changes the quantity as a whole. | M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. | | | | | | | | |
| | **PK.CC.B.5** Understand that a number represents a corresponding quantity. | M-NC.6.AA Matches a set of objects with the number symbol to represent the set for quantities 0–2. | M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3. | M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5. | M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7. | M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10. | M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. | M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. | M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. | M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted. |
| | 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). | M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2. | M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3. | | | | | | | |
| | b. Given a number from 1-10, count out that many objects. | M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. | M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. | M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. | M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. | M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. | M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. | M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted. | | |
| | 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. | M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. | M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. | M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. | M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. | M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted. | | | | |
| | d. With guidance and support, count to answer "how many?" questions about as many as 5 things in a scattered configuration. | M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. | M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. | M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. | | | | | | |
| **Counting and Cardinality (CC): Standard C**<br>Compare numbers. | **PK.CC.C.6** Use comparative language, such as more/less than or equal to, to compare and describe collections of objects. | M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting. | M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. | M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. | M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. | M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. | M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10. | | | |
| | **PK.CC.C.7** This standard begins in Kindergarten | NA for pre-K | | | | | | | | |
| **Operations and Algebraic Thinking (OA): Standard A**<br>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. | M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity. | M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. | M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. | M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. | M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set. | M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left. | M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions. | | |
| | **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). | M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. | M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left. | M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions. | | | | | | |
| | **PK.OA.A.3** Compose and decompose numbers to 5, in more than one way, by using objects or drawings. | M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity. | M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. | M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. | M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left. | | | | | |
| | **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. | M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. | | | | | | | | |
| | **PK.OA.A.5** This standard begins in Kindergarten. | NA for pre-K | | | | | | | | |
| **Number and Operations in Base Ten (NBT): Standard A**<br>Work with numbers 11-19 to gain foundations for place value. | **PK.NBT.A.1.** This standard begins in Kindergarten. | NA for pre-K | | | | | | | | |
| **Measurement and Data (MD): Standard A** | **PK.MD.A.1** Describe measurable attributes of a single object, such as length, width, height. | M-M.1.AA Demonstrates understanding of length terms (i. e., "longer," "shorter") using gestures or objects. | M-M.1.A Demonstrates understanding of length terms (i. e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. | M-M.1.B Demonstrates understanding of length terms (i. e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. | | | | | | |

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| Describe and compare measurable attributes. | **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.). | M-M.1.A Demonstrates understanding of length terms (i. e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. | M-M.1.B Demonstrates understanding of length terms (i. e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. | M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" | M-M.1.E Uses standard units (e. g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects. | M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. | M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. | | | |
| **Measurement and Data (MD): Standard B**<br>Work with money. | **PK.MD.B.3** Begin to recognize currency and its purpose. | SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. | SOC.3.E Discusses the purpose of saving money for a future purchase. | | | | | | | |
| **Measurement and Data (MD): Standard C**<br>Classify objects and count the number of objects in each category. | **PK.MD.C.4** Sort a collection of objects into given categories using more than one attribute. | M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. | M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. | M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time. | | | | | | |
| **Geometry: Standard A**<br>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. | M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. | M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. | M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. | | | | | | |
| | **PK.G.A.2** Correctly name some two-dimensional shapes. | M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). | M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). | M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). | M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. | | | | | |
| | **PK.G.A.3** Begin to explore shapes as two-dimensional or three-dimensional. | M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). | M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). | M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). | M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. | M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials. | | | | |
| | **PK.G.A.4** Begin to describe objects in the environment using names of shapes. | M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. | M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). | M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). | M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). | | | | | |
| **Geometry: Standard B**<br>Analyze, compare, create, and compose shapes. | **PK.G.B.4** Describe similarities and differences between two-dimensional shapes. | M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." | M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. | M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. | M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time. | | | | | |
| | **PK.G.B.5** Model shapes in the world by building and drawing shapes. | M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. | M-GS.2.A Constructs any recognizable or unrecognizable shape with materials. | M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. | M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. | M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. | M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials. | PD.3.B With teacher modeling, draws circles, squares, and crosses. | PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. | |
| | **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. | M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. | M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. | M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. | | | | | | |

# Tennessee Early Learning Developmental Standards and Every Child Ready Standards Alignment

| Tennessee Early Learning Developmental Standards and Every Child Ready Standards Alignment | | | | | | | | | | |
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| **Tennessee Early Learning Developmental Standards (2018)**<br>**Strand:** Science **Grade:** Pre-K | | **Every Chlid Ready Standards** | | | | | | | | |
| **Category** | **Standard** | **Alignment 1** | **Alignment 2** | **Alignment 3** | **Alignment 4** | **Alignment 5** | **Alignment 6** | **Alignment 7** | **Alignment 8** | **Alignment 9** |
| **Physical Science (PS)**<br>Matter and its interactions. | **PK.PS1.01a.** Describe and categorize objects based on their observable properties. | SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. | SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. | M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. | M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. | M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. | | |
| | 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 its environment. | SC-P.3.AA Recognizes and explores water in its liquid form. | SC-P.3.A Recognizes and explores water in its liquid and solid forms. | SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms. | SC-P.3.C Explains water in its three forms, such as how ice is frozen water. | SC-P.3.E Begins to discuss how and why water changes into different forms, such as the water cycle. | SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. | SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period. | | |
| | c. Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag). | SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving. | SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. | SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object. | SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. | SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors. | SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. | M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. | M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards"). | |
| | d. Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object. | M-PFA.2.AA Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. | M-GS.2.A Constructs any recognizable or unrecognizable shape with materials. | M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. | M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. | M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. | SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. | | | |
| **Life Science (LS)**<br>From molecules to organisms: structures and processes. | **PK.LS1.01** a. Identify common attributes of familiar living things. | SC-LES.4.A Identifies various animals. | SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. | SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms. | SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on. | SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. | SC-LES.5.C Identifies that plants are living and describes the needs of plants. | | | |
| | b. Recognize differences between living organisms and<br>non-living materials. | SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. | SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. | SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. | | | | | | |
| | c. Recognize and describe the function of the five senses of humans. | SC-SP.1.AA Uses senses to observe the environment. | SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. | SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | PD.5.AA Uses senses to experience a variety of food during mealtimes. | | | | |
| **Earth Science (ESS2)**<br>Earth systems. Note: Earth Science (ESS1): Earth' s place in the universe begins in Kindergarten. | **PK.ESS2.01a.** Investigate and identify a variety of Earth<br>materials by their observable properties (e.g. soil, rocks, sand, water). | SC-LES.1.AA Notices and looks at the natural world around them. | SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. | SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. | SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. | | | |
| | 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.). | SC-LES.2.AA Uses senses to observe and respond to changes in the weather. | SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. | SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. | SC-LES.2.C Compares and contrasts the different seasons. | SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. | | | | |
| **Earth Science (ESS3)**<br>Earth and human activity. | **PK.ESS3.01a.** Observe, describe, and compare the habitats of plants and animals. | SC-LES.4.D Observes and describes habitats and life cycles. | SC-LES.5.D Observes and describes plant habitats and life cycles. | SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so | SC-LES.5.C Identifies that plants are living and describes the needs of plants. | | | | | |
| | b. Observe and discuss how humans and animals respond to changes in weather. | SC-LES.2.AA Uses senses to observe and respond to changes in the weather. | SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. | SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. | SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. | SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms. | | | | |
| | 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.). | SC-P.3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold. | SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. | SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. | SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. | SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. | | | | |
| **Engineering, Technology and Science (ETS1)**<br>Engineering design. | **PK.ETS1.01a.** Use senses to gather, explore, and interpret information. | SC-SP.1.AA Uses senses to observe the environment. | SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. | SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. | SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | SC-SP.1.B Observes and describes cause and effect. | | | |
| | b. With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations. | SC-SP.3.A With teacher guidance, participates in recording scientific observations and data. | SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. | SC-SP.3.C Draws conclusions on prior knowledge and recorded information. | SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. | M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. | M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color). | M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). | M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e. g., pictures of front covers of books, or pictures of students to represent children's votes). | M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups. |

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| | c. Make predictions based on observations and prior explorations. | SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. | SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments. | SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation. | SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. | SC-SP.1.B Observes and describes cause and effect. | | | | |
| **Engineering, Technology and Science (ETS2)** Links among engineering, technology, science, and society. | **PK.ETS2.01a.** Recognize that tools have specific characteristics that determine their use. | SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. | SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. | M-M.1.E Uses standard units (e. g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects. | SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. | | | | | |
| | b. Explore familiar environments through the use of simple tools. | SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. | SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. | SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | M-M.1.E Uses standard units (e. g., ruler, scale, balance) to measure and then uses comparative language to describe the measurements of two objects. | SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. | | | |

| Tennessee Early Learning Developmental Standards and Every Child Ready Standards Alignment | | | | | | | | | |
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| **Tennessee Early Learning Developmental Standards (2018)**<br>**Strand:** Social Studies **Grade:** Pre-K | | **Every Child Ready Standards** | | | | | | | |
| **Category** | **Standard** | **Alignment 1** | **Alignment 2** | **Alignment 3** | **Alignment 4** | **Alignment 5** | **Alignment 6** | **Alignment 7** | **Alignment 8** |
| **Culture**<br>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. | SOC.1.AA Identifies and recognizes self and family members. | SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. | SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. | SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. | SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). | IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. | LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. | LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase. |
| | **PK.02** Begin to recognize similarities and differences between family customs and cultures. | SOC.1.B Discusses the activities or celebrations that their family does together. | SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. | SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. | IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. | IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. | IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. | | |
| **Economics**<br>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. | SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. | | | | | | | |
| | **PK.04** Identify how the basic human needs of food, clothing, shelter, and transportation are met. | SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms. | PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. | PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy. | SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. | | | | |
| | **PK.05** Begin to recognize money and its uses. | SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. | SOC.3.E Discusses the purpose of saving money for a future purchase. | SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. | | | | | |
| | **PK.06** Identify different types of jobs, including work done in the home, school, and community. | SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. | SOC.2.AA Shows interest in a variety of familiar community members. | SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. | SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. | | | | |
| | **PK.07** Give examples of how people exchange goods and use money to acquire wants and needs. | SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. | SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. | SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. | | | | | |
| **Geography**<br>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. | M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. | M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. | M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards"). | | | | | |
| | **PK.09** Identify what a map represents. | SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. | SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region. | LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. | | | | | |
| | **PK.10** Understand how roads help people get around, and how they are used to organize locations within a city. | SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). | SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. | SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region. | | | | | |
| **Government and Civics**<br>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. | SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. | SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. | SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. | | | | | |
| | **PK.12** Recognize shapes found on flags and identify the American flag. | M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. | M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). | M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). | | | | | |
| | **PK.13** Begin to recognize the name and role of the current President of the Unites States. | SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. | SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. | | | | | | |
| | **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. | SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. | SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. | SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. | | | | | |
| | **PK.15** Identify the need for rules. | ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). | ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. | ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). | PD.6.D Understands and describes the importance of safety procedures. | | | | |
| | **PK.16** This standard begins in Kindergarten. | NA for pre-K | | | | | | | |
| **History**<br>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. | M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. | SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. | SOC.5.B Begins to sequence past and present experiences using visual supports. | SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future. | SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future. | | | |
| | **K.18** This standard begins in Kindergarten. | | | | | | | | |
| | **K.19** This standard begins in Kindergarten. | | | | | | | | |
| | **K.20** This standard begins in Kindergarten. | | | | | | | | |

# Tennessee Early Learning Developmental Standards and Every Child Ready Standards Alignment

| Tennessee Early Learning Developmental Standards and Every Child Ready Standards Alignment | | | | | | | | | | |
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| **Tennessee Early Learning Developmental Standards (2018)**<br>**Strand:** Creative Arts **Grade:** Pre-K | | **Every Chlid Ready Standards** | | | | | | | | |
| **Category** | **Standard** | **Alignment 1** | **Alignment 2** | **Alignment 3** | **Alignment 4** | **Alignment 5** | **Alignment 6** | **Alignment 7** | **Alignment 8** | **Alignment 9** |
| **Visual Arts**<br>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. | C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. | C-ARTS.3.A Expresses self using a variety of art materials and tools. | C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. | ATL.1.AA Engages in exploratory or sensory play. | SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. | SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. | | | |
| | **PK.CA.2** Create artistic works with intent and purpose using varying tools, texture, color, and technique. | C-ARTS.3.A Expresses self using a variety of art materials and tools. | C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. | C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. | C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. | C-ARTS.3.E Reviews their original art and makes changes to the final product. | | | | |
| | **PK.CA.3** Present and respond to visual art created by self and others. | C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. | C-ARTS.5.C Recognizes and discusses differences in artistic creations. | C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. | C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. | ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. | ATL.4.D Assesses or reflects upon activity or task outcome or product. | | | |
| **Music**<br>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. | C-ARTS.4.AA Listens to a variety of music. | C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. | C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. | C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. | C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. | C-ARTS.4.E Creates and performs original music or songs for others. | | | |
| | **PK.CA.5.** Create and perform using voice, traditional instruments, and/or non-traditional instruments. | C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. | C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. | C-ARTS.4.E Creates and performs original music or songs for others. | | | | | | |
| **Creative Movement & Dance** | **PK.CA.6.** Respond to feelings through dance or creative movement. | C-ARTS.1.AA Moves body spontaneously to music. | C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. | C-ARTS.1.C Creates short dances or movement sequences. | IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. | IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression. | | | | |
| | **PK.CA.7.** Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props'). | C-ARTS.1.AA Moves body spontaneously to music. | C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. | C-ARTS.1.C Creates short dances or movement sequences. | C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. | ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). | | | | |
| **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. | C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. | C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. | C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. | C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. | C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. | ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). | ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. | ATL.1.D Carries out familiar roles during individual or collaborative role-play. | ATL.1.E Coordinates roles and carries out more complex stories during role-play. |
| | **PK.CA.9.** Respond and react to theatre and drama presentations. | C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. | C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. | C-ARTS.5.C Recognizes and discusses differences in artistic creations. | C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. | C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. | | | | |
| **Cultural Differences** | **PK.CA.10.** Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures. | C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. | C-ARTS.5.C Recognizes and discusses differences in artistic creations. | SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. | SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. | IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. | | | | |

| Tennessee Early Learning Developmental Standards and Every Child Ready Standards Alignment | | | | | | | | | | |
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| **Tennessee Early Learning Developmental Standards (2018)**<br>**Strand:** Physical Development **Grade:** Pre-K | | **Every Child Ready Standards** | | | | | | | | |
| **Category** | **Standard** | **Alignment 1** | **Alignment 2** | **Alignment 3** | **Alignment 4** | **Alignment 5** | **Alignment 6** | **Alignment 7** | **Alignment 8** | **Alignment 9** |
| **Sensorimotor**<br>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. | SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. | SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. | SC-SP.1.AA Uses senses to observe the environment. | SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. | PD.5.AA Uses senses to experience a variety of food during mealtimes. | | | |
| | **PK.PD.2.** Demonstrate awareness of spatial boundaries and the ability to work and move within them. | PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. | PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. | PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. | M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. | M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. | M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. | M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards"). | M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects. | |
| **Gross Motor**<br>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<br>(e.g., running, jumping, skipping). | PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. | PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet. | PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. | PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. | PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. | PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. | | | |
| | **PK.PD.4.** Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology). | PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. | PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet. | PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. | PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. | PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. | PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. | | | |
| **Fine Motor**<br>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.). | PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. | PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. | PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy. | PD.3.AA Uses crayons or markers with some coordination. | PD.3.A Draws vertical and horizontal lines with a model using a fisted grasp. | PD.3.D Begins to use a tripod grasp when writing and copies complex designs. | PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs. | C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. | C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. |
| | **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). | PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination. | PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. | PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. | PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. | PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy. | M-PFA.2.AA Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. | C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. | PD.3.AA Uses crayons or markers with some coordination. | |
| **Personal Health & Safety** | **PK.PD.7.** Demonstrate personal care and hygiene skills. | PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. | PD.4.A With teacher guidance, follows self-care and hygiene routines. | PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. | PD.4.C Completes self-care and hygiene routines with minimal assistance. | PD.4.D Independently completes self-care and hygiene routines. | PD.4.E Understands and describes the importance of self-care and hygiene routines. | | | |
| | **PK.PD.8.** Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise). | PD.5.B Demonstrates understanding of types of food and preferences. | PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. | PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. | PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy. | PD.4.E Understands and describes the importance of self-care and hygiene routines. | | | | |
| | **PK.PD.9.** Demonstrate awareness and understanding of safety rules. | PD.6.AA Begins to recognize and accept help when following safety procedures. | PD.6.A With teacher guidance, follows safety procedures. | PD.6.B Demonstrates understanding of safety procedures and begins to initiate. | PD.6.C Independently follows safety procedures. | PD.6.D Understands and describes the importance of safety procedures. | PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors. | | | |