



# STANDARDS

## Preschool Through First Grade Learning Goals and Standards

Preschool Learning Goals*		
National Center on Early Childhood Development, Teaching, and Learning Preschool Program Level School Readiness Goals*	Activity 1	Activity 2
<b>Approaches to Learning</b>		
<b>P-ATL Goal 2.</b> Children will increasingly demonstrate self-control including controlling impulses, maintaining attention, persisting with activities, and using flexible thinking.	•	•
<b>P-ATL Goal 3.</b> Children will demonstrate initiative, independence, interest, and curiosity in interactions with others and exploration of objects and people in their environment.	•	•
<b>P-ATL Goal 4.</b> Children will show creativity and imagination in play, learning, and interactions with others.	•	•
<b>Social and Emotional Development</b>		
<b>P-SE Goal 1.</b> Children will engage in and maintain positive, prosocial, and cooperative relationships and interactions with familiar adults.	•	•
<b>P-SE Goal 2.</b> Children will engage in and maintain positive peer relationships and interactions including cooperation and resolving conflicts.		•
<b>P-SE Goal 3.</b> Children will appropriately express and respond to a broad range of emotions, including concern for others.	•	•
<b>P-SE Goal 4.</b> Children will recognize self as a unique individual with own abilities, characteristics, emotions, and interests.	•	•
<b>P-SE Goal 5.</b> Children will express confidence and positive feelings about self and demonstrate a sense of belonging to family, community, and other groups.	•	•
<b>Language and Literacy: Language and Communication</b>		
<b>P-LC Goal 1.</b> Children will attend to, understand, and respond to increasingly complex communication and language from others.	•	•

\* U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start and Office of Child Care, by the National Center on Early Childhood Development, Teaching, and Learning.

<b>P-LC Goal 2.</b> Children will increasingly match the amount and use of language required for different situations and follow social and conversational rules.	●	●
<b>P-LC Goal 4.</b> Children will understand and use a wide variety of words for a variety of purposes and show understandings of word categories.	●	●
<b>Language and Literacy: Literacy</b>		
<b>P-LIT Goal 2.</b> Children will demonstrate they understand how print is used and how print works.	●	●
<b>P-LIT Goal 5.</b> Children will write for a variety of purposes using increasingly sophisticated marks.	●	
<b>Cognition: Mathematics Development</b>		
<b>P-MATH Goal 3.</b> Children will measure objects by their various attributes using standard and non-standard measurement and use differences in attributes to make comparisons.	●	●
<b>P-MATH Goal 4.</b> Children will identify, describe, compare, and compose shapes.	●	●
<b>Cognition: Scientific Reasoning</b>		
<b>P-SCI Goal 1.</b> Children will observe and manipulate physical materials, ask questions, make predictions, and develop hypotheses to describe and understand observable phenomena in their environment.	●	●
<b>P-SCI Goal 2.</b> Children will use reasoning and problem-solving as they ask questions, gather information, make predictions, and conduct investigations.	●	●
<b>Perceptual, Motor, and Physical Development</b>		
<b>P-PMP Goal 1.</b> Children will demonstrate increasing control of large muscles for movement, navigation, and balance.	●	●
<b>P-PMP Goal 2.</b> Children will demonstrate use of small muscles for purposes such as using utensils, self-care, building, writing, and manipulation.	●	●

## Kindergarten Common Core Curriculum Standards\*

English Language Arts	Activity 1	Activity 2
<b>Reading: Informational Text</b>		
<b>Key Ideas and Details:</b> <u>CCSS.ELA-LITERACY.RI.K.1</u> With prompting and support, ask and answer questions about key details in a text.	●	●
<b>Craft and Structure:</b> <u>CCSS.ELA-LITERACY.RI.K.4</u> With prompting and support, ask and answer questions about unknown words in a text.	●	●
<b>Integration of Knowledge and Ideas:</b> <u>CCSS.ELA-Literacy.RI.K.7</u> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	●	●
<b>Reading: Foundational Skills</b>		
<b>Print Concepts:</b> <u>CCSS.ELA-LITERACY.RF.K.1</u> Demonstrate understanding of the organization and basic features of print.	●	●
<b>Phonological Awareness:</b> <u>CCSS.ELA-LITERACY.RF.K.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	●	●
<b>Phonics and Word Recognition:</b> <u>CCSS.ELA-LITERACY.RF.K.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.	●	●
<b>Writing</b>		
<b>Text Types and Purposes:</b> <u>CCSS.ELA-LITERACY.W.K.2</u> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	●	
<b>Speaking &amp; Listening</b>		
<b>Comprehension and Collaboration:</b> <u>CCSS.ELA-LITERACY.SL.K.1</u> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <u>CCSS.ELA-Literacy.SL.K.2</u> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <u>CCSS.ELA-Literacy.SL.K.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	● ● ●	● ● ●

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<p><b>Presentation of Knowledge and Ideas:</b>  <u>CCSS.ELA-LITERACY.SL.K.4</u>  Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>CCSS.ELA-LITERACY.SL.K.5</u>  Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><u>CCSS.ELA-LITERACY.SL.K.6</u>  Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Language</b></p>		
<p><b>Conventions of Standard English:</b>  <u>CCSS.ELA-LITERACY.L.K.1</u>  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Vocabulary Acquisition and Use:</b>  <u>CCSS.ELA-LITERACY.L.K.4</u>  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## First Grade Common Core Curriculum Standards\*

English Language Arts	Activity 1	Activity 2
<b>Reading: Informational Text</b>		
<b>Key Ideas and Details:</b> <u>CCSS.ELA-Literacy.RI.1.1</u> Ask and answer questions about key details in a text.	●	●
<b>Craft and Structure:</b> <u>CCSS.ELA-Literacy.RI.1.4</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>CCSS.ELA-Literacy.RI.1.6</u> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	● ●	● ●
<b>Integration of Knowledge and Ideas:</b> <u>CCSS.ELA-Literacy.RI.1.7</u> Use the illustrations and details in a text to describe its key ideas.	●	●
<b>Reading: Foundational Skills</b>		
<b>Print Concepts:</b> <u>CCSS.ELA-Literacy.RF.1.1</u> Demonstrate understanding of the organization and basic features of print.	●	●
<b>Phonological Awareness:</b> <u>CCSS.ELA-Literacy.RF.1.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	●	●
<b>Phonics and Word Recognition:</b> <u>CCSS.ELA-Literacy.RF.1.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.	●	●
<b>Fluency:</b> <u>CCSS.ELA-Literacy.RF.1.4</u> Read with sufficient accuracy and fluency to support comprehension.	●	●
<b>Writing</b>		
<b>Text Types and Purposes:</b> <u>CCSS.ELA-Literacy.W.1.2</u> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	●	
<b>Speaking &amp; Listening</b>		
<b>Comprehension and Collaboration:</b> <u>CCSS.ELA-Literacy.SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <u>CCSS.ELA-Literacy.SL.1.2</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <u>CCSS.ELA-Literacy.SL.1.3</u> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	● ● ●	● ● ●

<p><b>Presentation of Knowledge and Ideas:</b>  <u>CCSS.ELA-Literacy.SL.1.4</u>  Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.SL.1.5</u>  Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>CCSS.ELA-Literacy.SL.1.6</u>  Produce complete sentences when appropriate to task and situation.</p>	<p>•</p> <p>•</p> <p>•</p>	<p>•</p> <p>•</p>
<b>Language</b>		
<p><b>Conventions of Standard English:</b>  <u>CCSS.ELA-Literacy.L.1.1</u>  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>•</p>	<p>•</p>
<p><b>Vocabulary Acquisition and Use:</b>  <u>CCSS.ELA-Literacy.L.1.4</u>  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>	<p>•</p>	<p>•</p>

### Next Generation Science Standards\*\*

	Activity 1	Activity 2
<b>Physical Sciences</b>		
<p><b><u>K-PS2-2 Motion and Stability: Forces and Interactions</u></b>  Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>		<p>•</p>
<b>Engineering, Technology, and Applications of Science</b>		
<p><b><u>K-2-ETS1-1 Engineering Design</u></b>  Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>•</p>	<p>•</p>
<p><b><u>K-2-ETS1-2 Engineering Design</u></b>  Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>•</p>	<p>•</p>
<p><b><u>K-2-ETS1-3 Engineering Design</u></b>  Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>		<p>•</p>

\*\* NGSS Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press.