



My Little Pony Share Your Sparkle!

Preschool Learning Goals

Activity

National Center on Early Childhood Development, Teaching, and Learning Preschool Program Level School Readiness Goals*	1	2	3	4	5
Approaches to Learning					
P-ATL Goal 2. Children will increasingly demonstrate self-control including controlling impulses, maintaining attention, persisting with activities, and using flexible thinking.	*	*	*	*	*
P-ATL Goal 3. Children will demonstrate initiative, independence, interest, and curiosity in interactions with others and exploration of objects and people in their environment.	*	*	*	*	*
P-ATL Goal 4. Children will show creativity and imagination in play, learning, and interactions with others.	*			*	*
Social and Emotional Development					
P-SE Goal 1. Children will engage in and maintain positive, prosocial, and cooperative relationships and interactions with familiar adults.	*	*	*	*	*
P-SE Goal 2. Children will engage in and maintain positive peer relationships and interactions including cooperation and resolving conflicts.		*			*
P-SE Goal 3. Children will appropriately express and respond to a broad range of emotions, including concern for others.	*	*	*	*	*
P-SE Goal 4. Children will recognize self as a unique individual with own abilities, characteristics, emotions, and interests.	*		*		*
P-SE Goal 5. Children will express confidence and positive feelings about self and demonstrate a sense of belonging to family, community, and other groups.	*	*	*	*	*
Language and Literacy: Language and Communication					
P-LC Goal 1. Children will attend to, understand, and respond to increasingly complex communication and language from others.	*	*	*	*	*
P-LC Goal 2. Children will increasingly match the amount and use of language required for different situations and follow social and conversational rules.	*	*	*	*	*
P-LIT Goal 5. Children will write for a variety of purposes using increasingly sophisticated marks.	*	*	*	*	*
Cognition: Mathematics Development					
P-MATH Goal 4. Children will identify, describe, compare, and compose shapes.			*		*

* 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.

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Perceptual, Motor, and Physical Development					
P-PMP Goal 1. Children will demonstrate increasing control of large muscles for movement, navigation, and balance.				*	*
P-PMP Goal 2. Children will demonstrate use of small muscles for purposes such as using utensils, self-care, building, writing, and manipulation.	*	*	*	*	*

Common Core State Standards Initiative** Kindergarten	1	2	3	4	5
English Language Arts					
Foundational Skills					
Print Concepts <u>CCSS.ELA-LITERACY.RF.K.1.A</u> Follow words from left to right, top to bottom, and page by page.	*	*	*	*	*
Print Concepts <u>CCSS.ELA-LITERACY.RF.K.1.B</u> Recognize that spoken words are represented in written language by specific sequences of letters.	*	*	*	*	*
Informational Text					
Range of Reading and Level of Text Complexity <u>CCSS.ELA-LITERACY.RI.K.10</u> Actively engage in group reading activities with purpose and understanding.	*	*	*	*	*
Speaking and Listening					
Comprehension and Collaboration <u>CCSS.ELA-LITERACY.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	*	*	*	*	*
Comprehension and Collaboration <u>CCSS.ELA-LITERACY.SL.K.1.A</u> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	*	*	*	*	*
Presentation of Knowledge and Ideas <u>CCSS.ELA-LITERACY.SL.K.5</u> Add drawings or other visual displays to descriptions as desired to provide additional detail.	*	*		*	*
Presentation of Knowledge and Ideas <u>CCSS.ELA-LITERACY.SL.K.6</u> Speak audibly and express thoughts, feelings, and ideas clearly.	*	*	*	*	*

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Common Core State Standards Initiative** Grade 1	1	2	3	4	5
English Language Arts					
Foundational Skills					
Print Concepts <u>CCSS.ELA-LITERACY.RF.1.1</u> Demonstrate understanding of the organization and basic features of print.	*	*	*	*	*
Informational Text					
Range of Reading and Level of Text Complexity <u>CCSS.ELA-LITERACY.RI.1.10</u> With prompting and support, read informational texts appropriately complex for grade 1.	*	*	*	*	*
Speaking and Listening					
Comprehension and Collaboration <u>CCSS.ELA-LITERACY.SL.1.1</u> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	*	*	*	*	*
Comprehension and Collaboration <u>CCSS.ELA-LITERACY.SL.1.1.A</u> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	*	*	*	*	*
Comprehension and Collaboration <u>CCSS.ELA-LITERACY.SL.1.1.B</u> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	*	*	*	*	*
Presentation of Knowledge and Ideas <u>CCSS.ELA-LITERACY.SL.1.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	*			*	
Presentation of Knowledge and Ideas <u>CCSS.ELA-LITERACY.SL.1.5</u> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	*			*	*
Presentation of Knowledge and Ideas <u>CCSS.ELA-LITERACY.SL.1.6</u> Produce complete sentences when appropriate to task and situation.	*			*	

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