



Preschool Learning Goals*

National Center on Early Childhood Development, Teaching, and Learning Preschool Program Level School Readiness Goals*	Activity 1	Activity 2	Activity 3
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, 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.	•	•	•
Cognition: Mathematics Development			
P-MATH Goal 1. Children will demonstrate understanding of number names and order of numerals, the order of size or measures, the number of items in a set, and use math concepts and language regularly during every day experiences.	•		
Perceptual, Motor, and Physical Development			
P-PMP Goal 2. Children will demonstrate use of small muscles for purposes such as using utensils, self-care, building, writing, and manipulation.	•	•	•

Kindergarten Common Core Standards**

Mathematics	Activity 1	Activity 2	Activity 3
Counting and Cardinality			
Count to tell the number of objects. <u>CCSS.Math.Content.K.CC.B.4</u> Understand the relationship between numbers and quantities; connect counting to cardinality.	•		
<u>CCSS.Math.Content.K.CC.B.5</u> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	•		



Measurement & Data			
Describe and compare measurable attributes. <u>CCSS.Math.Content.K.MD.A.1</u> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	•		
English Language Arts	Activity 1	Activity 2	Activity 3
Speaking & Listening			
Comprehension and Collaboration <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.	•	•	•
Presentation of Knowledge and Ideas: <u>CCSS.ELA-Literacy.SL.K.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	•	•	•
<u>CCSS.ELA-Literacy.SL.K.5</u> Add drawings or other visual displays to descriptions as desired to provide additional detail.	•	•	•
<u>CCSS.ELA-Literacy.SL.K.6</u> Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•



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Language and Literacy: Writing			
<p>Text Types and Purposes: <u>CCSS.ELA-Literacy.W.K.3</u> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	•	•	•
<p>Research to Build and Present Knowledge: <u>CCSS.ELA-Literacy.W.K.7</u> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	•	•	•
<p><u>CCSS.ELA-Literacy.W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	•	•	•

* 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.

**National Governors Association Center for Best Practices & Council of Chief State School Officers (2010). Common Core State Standards for English Language Arts. Washington, DC: Authors.