



## STANDARDS ALIGNMENT

Preschool Learning Goals	Activity	
<b>National Center on Early Childhood Development, Teaching, and Learning Preschool Program Level School Readiness Goals*</b>	<b>1</b>	<b>2</b>
<b>Approaches to Learning</b>		
P-ATL Goal 1. Children will manage emotions and follow classroom rules and routines with increasing independence.	•	•
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 4. Children will show creativity and imagination in play, learning, and interactions with others.	•	•
<b>Social and Emotional Development</b>		
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.	•	
<b>Language and Literacy</b>		
P-LIT Goal 2. Children will demonstrate they understand how print is used and how print works.	•	•
<b>Cognition: Mathematics Development</b>		
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 everyday experiences.		•
P-MATH Goal 2. Children will demonstrate understanding of mathematical operations including addition, subtraction, patterns, and measurement.		•
<b>Perceptual, Motor, and Physical Development</b>		
P-PMP Goal 2. Children will demonstrate use of small muscles for purposes such as using utensils, self-care, building, writing, and manipulation.		
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.	•	•

\* 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.

**Kindergarten Standards**

**Activity**

Common Core State Standards Initiative - Kindergarten**	1	2
<b>Reading Foundational Skills</b>		
<b>Print Concepts</b>		
<u>CCSS.ELA-LITERACY.RF.K.1.A</u> Follow words from left to right, top to bottom, and page by page.	•	•
<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>Reading Informational Text</b>		
<b>Range of Reading and Level of Text Complexity</b>		
<u>CCSS.ELA-LITERACY.RI.K.10</u> Actively engage in group reading activities with purpose and understanding.	•	•
<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.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).	•	•
<u>CCSS.ELA-LITERACY.SL.K.1.B</u> Continue a conversation through multiple exchanges.	•	•
<b>Presentation of Knowledge and Ideas</b>		
<u>CCSS.ELA-LITERACY.SL.K.6</u> Speak audibly and express thoughts, feelings, and ideas clearly.	•	•
<b>Counting &amp; Cardinality</b>		
<b>Count to Tell the Number of Objects</b>		
<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.4.A</u> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.		•
<u>CCSS.MATH.CONTENT.K.CC.B.4.B</u> Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.		•
<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.		•

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Next Generation Science Standards***	1	2
<b>Earth and Human Activity</b>		
K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	•	

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