



*The Mississippi Early Learning Standards for*  
***Classrooms Serving Four-Year-Old Children:***  
**AN OBSERVATIONAL AND PERFORMANCE-BASED CHECKLIST**

Child Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School Name \_\_\_\_\_

School Year \_\_\_\_\_

| College and Career Readiness Standards |                             | ENGLISH LANGUAGE ARTS (ELA)        |                                  |
|--|-----------------------------|------------------------------------|----------------------------------|
| Code 1 =<br>Needs Development          | Code 2 =<br>Making Progress | Code 3 =<br>Developing as Expected | Code 4 =<br>Advanced Development |

| READING STANDARDS FOR LITERATURE (RL) |  | OBSERVATIONS |        |        |
|---------------------------------------|--|--------------|--------|--------|
|                                       |  | Fall         | Winter | Spring |
| <b>ELA.RL.PK4.1</b>                   | With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “ <i>What is the duck doing?</i> ” or respond to, “ <i>Tell me about the duck.</i> ”).                                    |              |        |        |
| <b>ELA.RL.PK4.2</b>                   | With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art and creative writing).                   |              |        |        |
| <b>ELA.RL.PK4.3</b>                   | With prompting and support, identify some characters, settings, and/or major events in a story.  |              |        |        |
| <b>ELA.RL.PK4.4</b>                   | Exhibit curiosity and interest in learning words in print.   |              |        |        |
| <b>ELA.RL.PK4.4a</b>                  | Develop new vocabulary from stories.   |              |        |        |
| <b>ELA.RL.PK4.4b</b>                  | Identify real world print (e.g., word wall, class dictation, labels in classroom, and signs in the community).   |              |        |        |
| <b>ELA.RL.PK4.5</b>                   | With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender, and ability).  |              |        |        |
| <b>ELA.RL.PK4.5a</b>                  | Identify the front cover, back cover, and title page of a book.  |              |        |        |
| <b>ELA.RL.PK4.6</b>                   | With prompting and support, identify the role of the “author” and “illustrator”.   |              |        |        |
| <b>ELA.RL.PK4.7</b>                   | With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).   |              |        |        |
| <b>ELA.RL.PK4.8</b>                   | Not applicable for literature.   |              |        |        |
| <b>ELA.RL.PK4.9</b>                   | With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).  |              |        |        |
| <b>ELA.RL.PK4.10</b>                  | Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement). |              |        |        |

| READING STANDARDS FOR INFORMATIONAL TEXT (RI)  |   | OBSERVATIONS |        |        |
|--|---|--------------|--------|--------|
|  |   | Fall         | Winter | Spring |
| ELA.RI.PK4.1                                   | With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists and other reference materials).   |              |        |        |
| ELA.RI.PK4.2                                   | With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).  |              |        |        |
| ELA.RI.PK4.3                                   | With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, and conversation).  |              |        |        |
| ELA.RI.PK4.4                                   | Exhibit curiosity and interest about words in a variety of informational texts.   |              |        |        |
| ELA.RI.PK4.5                                   | With prompting and support, identify the front cover, back cover, and title page of a book.   |              |        |        |
| ELA.RI.PK4.6                                   | With prompting and support, identify the role of the “author” and “illustrator” in informational text.  |              |        |        |
| ELA.RI.PK4.7                                   | With prompting and support, make connections between self and text and/or information and text.   |              |        |        |
| ELA.RI.PK4.8                                   | With prompting and support, explore the purpose of the informational text as it relates to self.  |              |        |        |
| ELA.RI.PK4.9                                   | With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.   |              |        |        |
| ELA.RI.PK4.10                                  | With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g. experiments, observations, topic studies, conversations, illustrated journals). |              |        |        |
| READING STANDARDS FOR FOUNDATIONAL SKILLS (RF) |   | OBSERVATIONS |        |        |
|  |   | Fall         | Winter | Spring |
| ELA.RF.PK4.1                                   | With prompting and support, demonstrate understanding of conventions of print.  |              |        |        |
| ELA.RF.PK4.1a                                  | Understand that print moves from left to right, top to bottom, and page by page.  |              |        |        |
| ELA.RF.PK4.1b                                  | Recognize an association between spoken and written words.  |              |        |        |
| ELA.RF.PK4.1c                                  | Understand that words are separated by spaces in print.   |              |        |        |
| ELA.RF.PK4.1d                                  | Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.  |              |        |        |
| ELA.RF.PK4.1e                                  | Recognize words as a unit of print and understand that letters are grouped to form words.   |              |        |        |
| ELA.RF.PK4.1f                                  | Differentiate letters from numbers.   |              |        |        |
| ELA.RF.PK4.1g                                  | Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.  |              |        |        |
| ELA.RF.PK4.2                                   | With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.  |              |        |        |
| ELA.RF.PK4.2a                                  | Explore and recognize rhyming words.  |              |        |        |

|                              |  |                     |        |        |
|------------------------------|--|---------------------|--------|--------|
| ELA.RF.PK4.2b                | Demonstrate an understanding of syllables in words (units of sounds) by clapping, stomping, and finger tapping.  |                     |        |        |
| ELA.RF.PK4.2c                | Begins in kindergarten or when the individual child is ready.<br><b>RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.</b>  |                     |        |        |
| ELA.RF.PK4.2d                | With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.   |                     |        |        |
| ELA.RF.PK4.2e                | Engage in language play.   |                     |        |        |
| ELA.RF.PK4.2f                | Demonstrate awareness of the relationship between sounds and letters.  |                     |        |        |
| ELA.RF.PK4.3                 | With prompting and support, demonstrate emergent phonics and word analysis skills.   |                     |        |        |
| ELA.RF.PK4.3a                | Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.  |                     |        |        |
| ELA.RF.PK4.3b                | Begins in kindergarten or when the individual child is ready.<br><b>RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</b>   |                     |        |        |
| ELA.RF.PK4.3c                | Recognize own name, environmental print, and some common high-frequency sight words.   |                     |        |        |
| ELA.RF.PK4.3d                | Begins in kindergarten or when the individual child is ready.<br><b>RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</b>  |                     |        |        |
| ELA.RF.PK4.4                 | Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).   |                     |        |        |
| <b>WRITING STANDARDS (W)</b> |  | <b>OBSERVATIONS</b> |        |        |
|                              |  | Fall                | Winter | Spring |
| ELA.W.PK4.1                  | With prompting and support, recognize that writing is a way of communicating for a variety of purposes.  |                     |        |        |
| ELA.W.PK4.1a                 | Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictation) to express an opinion.  |                     |        |        |
| ELA.W.PK4.1b                 | Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictation) and describe own writing.   |                     |        |        |
| ELA.W.PK4.1c                 | Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictation) to tell about events or stories.  |                     |        |        |
| ELA.W.PK4.2                  | Begins in kindergarten or when the individual child is ready.<br><b>W.K.2 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>                            |                     |        |        |
| ELA.W.PK4.3                  | Begins in kindergarten or when the individual child is ready.<br><b>W.K.3 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.</b> |                     |        |        |
| ELA.W.PK4.4                  | Begins in grade 3.   |                     |        |        |
| ELA.W.PK4.5                  | With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.  |                     |        |        |
| ELA.W.PK4.6                  | With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.  |                     |        |        |

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| <b>ELA.W.PK4.7</b>                             | With prompting and support, participate in and demonstrate understanding of written representation in collaborative research (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them. |                     |        |        |
| <b>ELA.W.PK4.8</b>                             | With prompting and support, recall information from experiences to answer questions.   |                     |        |        |
| <b>ELA.W.PK4.9</b>                             | Begins in grade 4.   |                     |        |        |
| <b>ELA.W.PK4.10</b>                            | Begins in grade 3.   |                     |        |        |
| <b>SPEAKING &amp; LISTENING STANDARDS (SL)</b> |  | <b>OBSERVATIONS</b> |        |        |
|  |  | Fall                | Winter | Spring |
| <b>ELA.SL.PK4.1</b>                            | With guidance and support, participate in small-group as well as large group shared conversations about pre-kindergarten topics and texts with peers and adults.   |                     |        |        |
| <b>ELA.SL.PK4.1a</b>                           | Engage in voluntary conversations (e.g., turn-taking, listening attentively, being aware of others' feelings).   |                     |        |        |
| <b>ELA.SL.PK4.1b</b>                           | Engage in extended conversations.  |                     |        |        |
| <b>ELA.SL.PK4.2</b>                            | With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.   |                     |        |        |
| <b>ELA.SL.PK4.3</b>                            | With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.   |                     |        |        |
| <b>ELA.SL.PK4.4</b>                            | With prompting and support, describe familiar people, places, things, and events.  |                     |        |        |
| <b>ELA.SL.PK4.5</b>                            | With prompting and support, add drawings or other visual displays to descriptions.   |                     |        |        |
| <b>ELA.SL.PK4.6</b>                            | With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.   |                     |        |        |
| <b>LANGUAGE STANDARDS (L)</b>                  |  | <b>OBSERVATIONS</b> |        |        |
|  |  | Fall                | Winter | Spring |
| <b>ELA.L.PK4.1</b>                             | With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.  |                     |        |        |
| <b>ELA.L.PK4.1a</b>                            | Use frequently occurring nouns and verbs.  |                     |        |        |
| <b>ELA.L.PK4.1b</b>                            | Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).   |                     |        |        |
| <b>ELA.L.PK4.1c</b>                            | Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).   |                     |        |        |
| <b>ELA.L.PK4.1d</b>                            | Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).   |                     |        |        |
| <b>ELA.L.PK4.1e</b>                            | Produce and expand complete sentences in shared language activities.   |                     |        |        |
| <b>ELA.L.PK4.2</b>                             | With prompting and support, demonstrate awareness of the conventions of standard English.  |                     |        |        |
| <b>ELA.L.PK4.2a</b>                            | Write first name, capitalizing the first letter.   |                     |        |        |
| <b>ELA.L.PK4.2b</b>                            | Develop and awareness of symbols for end punctuation.  |                     |        |        |

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|---------------------|--|--|--|--|
| <b>ELA.L.PK4.2c</b> | Attempt to write a letter or letters to represent a word.  |  |  |  |
| <b>ELA.L.PK4.2d</b> | Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.   |  |  |  |
| <b>ELA.L.PK4.3</b>  | Begins in grade 2.   |  |  |  |
| <b>ELA.L.PK4.4</b>  | With prompting and support, explore unknown and multiple-meaning words based on pre- kindergarten reading and content.   |  |  |  |
| <b>ELA.L.PK4.4a</b> | Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).  |  |  |  |
| <b>ELA.L.PK4.5</b>  | With guidance and support, explore word relationships and word meanings.   |  |  |  |
| <b>ELA.L.PK4.5a</b> | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  |  |  |  |
| <b>ELA.L.PK4.5b</b> | Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).                      |  |  |  |
| <b>ELA.L.PK4.5c</b> | Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).   |  |  |  |
| <b>ELA.L.PK4.5d</b> | Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).   |  |  |  |
| <b>ELA.L.PK4.6</b>  | With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story. |  |  |  |

| College and Career Readiness Standards |                             | MATHEMATICS (M)                    |                                  |
|--|-----------------------------|------------------------------------|----------------------------------|
| Code 1 =<br>Needs Development          | Code 2 =<br>Making Progress | Code 3 =<br>Developing as Expected | Code 4 =<br>Advanced Development |

| COUNTING & CARDINALITY (CC)          |   | OBSERVATIONS |        |        |
|--------------------------------------|---|--------------|--------|--------|
|                                      |   | Fall         | Winter | Spring |
| M.CC.PK4.1                           | With prompting and support, recite numbers 1 to 30 in the correct order.  |              |        |        |
| M.CC.PK4.2                           | With prompting and support, recognize, name, and attempt writing numerals 0 – 20.   |              |        |        |
| M.CC.PK4.3                           | With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.   |              |        |        |
| M.CC.PK4.4                           | With guidance and support, understand the relationship between numerals and quantities.   |              |        |        |
| M.CC.PK4.4a                          | Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.   |              |        |        |
| M.CC.PK4.4b                          | Match quantities and numerals 0 – 10.   |              |        |        |
| M.CC.PK4.5                           | Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.  |              |        |        |
| M.CC.PK4.5a                          | Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.  |              |        |        |
| M.CC.PK4.6                           | Use comparative language (e.g., <i>more than</i> , <i>less than</i> , <i>equal to</i> , <i>same and different</i> ) to compare objects, using developmentally appropriate pre-kindergarten materials.   |              |        |        |
| OPERATIONS & ALGEBRAIC THINKING (OA) |   | OBSERVATIONS |        |        |
|                                      |   | Fall         | Winter | Spring |
| M.OA.PK4.1                           | With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.  |              |        |        |
| M.OA.PK4.2                           | With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.   |              |        |        |
| M.OA.PK4.3                           | With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.  |              |        |        |
| M.OA.PK4.4                           | With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g., duplicate and extend simple patterns using concrete objects).   |              |        |        |
| MEASUREMENT & DATA (MD)              |   | OBSERVATIONS |        |        |
|                                      |   | Fall         | Winter | Spring |
| M.MD.PK4.1                           | With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., <i>small</i> , <i>big</i> , <i>short</i> , <i>tall</i> , <i>empty</i> , <i>full</i> , <i>heavy</i> , <i>light</i> ). |              |        |        |
| M.MD.PK4.2                           | With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).  |              |        |        |
| M.MD.PK4.2a                          | Use nonstandard units of measurement.   |              |        |        |
| M.MD.PK4.2b                          | Explore standard tools of measurement.  |              |        |        |
| M.MD.PK4.3                           | With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).  |              |        |        |

| GEOMETRY (G)     |   | OBSERVATIONS |        |        |
|------------------|---|--------------|--------|--------|
|                  |   | Fall         | Winter | Spring |
| <b>M.G.PK4.1</b> | With guidance and support, correctly name shapes.   |              |        |        |
| <b>M.G.PK4.2</b> | With guidance and support, correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.                                     |              |        |        |
| <b>M.G.PK4.3</b> | With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.  |              |        |        |
| <b>M.G.PK4.4</b> | With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks). |              |        |        |
| <b>M.G.PK4.5</b> | With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).   |              |        |        |

| College and Career Readiness Standards |  | SCIENCE (S)                 |                                    |                                  |
|--|--|-----------------------------|------------------------------------|----------------------------------|
| Code 1 =<br>Needs Development          |  | Code 2 =<br>Making Progress | Code 3 =<br>Developing as Expected | Code 4 =<br>Advanced Development |
| PHYSICAL SCIENCE (PS)                  |  | OBSERVATIONS                |                                    |                                  |
|  |  | Fall                        | Winter                             | Spring                           |
| <b>S.PS.PK4.1</b>                      | The child will manipulate and explore items in the environment with a wide variety of investigative tools.   |                             |                                    |                                  |
| <b>S.PS.PK4.2</b>                      | With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid, and sink or float). |                             |                                    |                                  |
| <b>S.PS.PK4.3</b>                      | With prompting and support, explore how solid objects can be constructed from a smaller set.   |                             |                                    |                                  |
| <b>S.PS.PK4.3a</b>                     | With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks)  |                             |                                    |                                  |
| <b>S.PS.PK4.3b</b>                     | With teacher guidance, explore why things may not work the same if some of the parts are missing.  |                             |                                    |                                  |
| <b>S.PS.PK4.4</b>                      | With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).   |                             |                                    |                                  |
| LIFE SCIENCE (LS)                      |  | OBSERVATIONS                |                                    |                                  |
|  |  | Fall                        | Winter                             | Spring                           |
| <b>S.LS.PK4.1</b>                      | With prompting and support, name and identify the five senses and the corresponding body parts for each.   |                             |                                    |                                  |
| <b>S.LS.PK4.2</b>                      | With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.  |                             |                                    |                                  |
| <b>S.LS.PK4.2a</b>                     | Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.  |                             |                                    |                                  |
| <b>S.LS.PK4.2b</b>                     | Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.  |                             |                                    |                                  |
| <b>S.LS.PK4.2c</b>                     | With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings.  |                             |                                    |                                  |
| <b>S.LS.PK4.3</b>                      | With prompting and support, explore what animals and plants need to live and grow.   |                             |                                    |                                  |
| <b>S.LS.PK4.3a</b>                     | With teacher guidance, conduct a structured investigation to determine what plants need to live and grow.  |                             |                                    |                                  |
| <b>S.LS.PK4.4</b>                      | With guidance and support, explore characteristics of living and non-living things.  |                             |                                    |                                  |
| <b>S.LS.PK4.4a</b>                     | With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things.   |                             |                                    |                                  |
| <b>S.LS.PK4.4b</b>                     | With teacher guidance, create a visual representation of the information gained and results of the experiment.   |                             |                                    |                                  |
| <b>S.LS.PK4.4c</b>                     | With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.   |                             |                                    |                                  |



| <b>EARTH AND SPACE SCIENCE (ES)</b> |   | <b>OBSERVATIONS</b> |        |        |
|-------------------------------------|---|---------------------|--------|--------|
|                                     |   | Fall                | Winter | Spring |
| <b>S.ES.PK4.1</b>                   | With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy). |                     |        |        |
| <b>S.ES.PK4.1a</b>                  | With teacher guidance, collect and display daily data about weather and seasonal activity.  |                     |        |        |
| <b>S.ES.PK4.2</b>                   | With prompting and support, identify characteristics of the clouds, sun, moon, and stars.   |                     |        |        |
| <b>S.ES.PK4.2a</b>                  | With teacher guidance, create a simple model of common elements of day and night.   |                     |        |        |
| <b>S.ES.PK4.2b</b>                  | With teacher guidance, construct a device which would protect from sun and/or rain.   |                     |        |        |
| <b>S.ES.PK4.3</b>                   | With prompting and support, collect, sort, identify, and describe natural objects in the world (e.g., rocks, soil, leaves).   |                     |        |        |
| <b>S.ES.PK4.3a</b>                  | Participate in a teacher-led activity to identify and reuse materials.  |                     |        |        |
| <b>S.ES.PK4.3b</b>                  | With teacher guidance, create a product from reused or natural materials that will meet a human need (e.g., pencil holder or musical instrument).                               |                     |        |        |
| <b>TECHNOLOGY (T)</b>               |   | <b>OBSERVATIONS</b> |        |        |
|                                     |   | Fall                | Winter | Spring |
| <b>S.T.PK4.1</b>                    | Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.              |                     |        |        |
| <b>S.T.PK4.2</b>                    | Use technology tools to gather and/or communicate information.  |                     |        |        |
| <b>S.T.PK4.3</b>                    | With prompting and support, invent and construct simple objects or structures using technology tools.   |                     |        |        |

| College and Career Readiness Standards |                             | SOCIAL STUDIES (SS)                |                                  |
|--|-----------------------------|------------------------------------|----------------------------------|
| Code 1 =<br>Needs Development          | Code 2 =<br>Making Progress | Code 3 =<br>Developing as Expected | Code 4 =<br>Advanced Development |

| FAMILY & COMMUNITY (FC) |   | OBSERVATIONS |        |        |
|-------------------------|---|--------------|--------|--------|
|                         |   | Fall         | Winter | Spring |
| SS.FC.PK4.1             | Identify self as a member of a family, the learning community, and local community.   |              |        |        |
| SS.FC.PK4.2             | With prompting and support, identify similarities and differences in people.  |              |        |        |
| SS.FC.PK4.3             | With prompting and support, describe some family traditions.  |              |        |        |
| SS.FC.PK4.4             | Identify some similarities and differences in family structure, culture, ability, language, age, and gender.  |              |        |        |
| SS.FC.PK4.5             | With prompting and support, demonstrate responsible behavior related to daily routines.   |              |        |        |
| SS.FC.PK4.6             | With prompting and support, explain some rules in the home and in the classroom.  |              |        |        |
| SS.FC.PK4.6a            | Identify some rules for different settings.   |              |        |        |
| SS.FC.PK4.6b            | Identify appropriate choices to promote positive interactions.  |              |        |        |
| SS.FC.PK4.7             | With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).                                 |              |        |        |
| SS.FC.PK4.8             | With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).                         |              |        |        |
| SS.FC.PK4.9             | With prompting and support, describe a simple sequence of familiar events.  |              |        |        |
| OUR WORLD (OW)          |   | OBSERVATIONS |        |        |
|                         |   | Fall         | Winter | Spring |
| SS.OW.PK4.1             | Treat classroom materials and the belongings of others with care.   |              |        |        |
| SS.OW.PK4.2             | With prompting and support, identify location and some physical features of familiar places in the environment.   |              |        |        |
| SS.OW.PK4.3             | With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant). |              |        |        |
| SS.OW.PK4.4             | Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.       |              |        |        |
| SS.OW.PK4.5             | Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).     |              |        |        |
| HISTORY & EVENTS (HE)   |   | OBSERVATIONS |        |        |
|                         |   | Fall         | Winter | Spring |
| SS.HE.PK4.1             | With prompting and support, describe a simple series of familiar events.  |              |        |        |
| SS.HE.PK4.2             | Recognize events that happened in the past.   |              |        |        |

| College and Career Readiness Standards |                             | PHYSICAL DEVELOPMENT (PD)          |                                  |
|--|-----------------------------|------------------------------------|----------------------------------|
| Code 1 =<br>Needs Development          | Code 2 =<br>Making Progress | Code 3 =<br>Developing as Expected | Code 4 =<br>Advanced Development |

| GROSS MOTOR SKILLS (GM)                    |   | OBSERVATIONS |        |        |
|--|---|--------------|--------|--------|
|  |   | Fall         | Winter | Spring |
| PD.GM.PK4.1                                | Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).   |              |        |        |
| PD.GM.PK4.2                                | Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).   |              |        |        |
| PD.GM.PK4.3                                | With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).  |              |        |        |
| PD.GM.PK4.4                                | Use various types of equipment (e.g., playground equipment, tricycles, slides).   |              |        |        |
| PD.GM.PK4.5                                | Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping). |              |        |        |
| FINE MOTOR SKILLS (FM)                     |   | OBSERVATIONS |        |        |
|  |   | Fall         | Winter | Spring |
| PD.FM.PK4.1                                | With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).                        |              |        |        |
| PD.FM.PK4.2                                | Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects). |              |        |        |
| PD.FM.PK4.3                                | Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).  |              |        |        |
| PD.FM.PK4.4                                | With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).   |              |        |        |
| PD.FM.PK4.5                                | With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).   |              |        |        |
| PD.FM.PK4.6                                | With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).   |              |        |        |
| SELF-CARE, HEALTH, AND SAFETY SKILLS (SHS) |   | OBSERVATIONS |        |        |
|  |   | Fall         | Winter | Spring |
| PD.SHS.PK4.1                               | With prompting and support, identify safety rules (e.g., classroom, home, community).   |              |        |        |
| PD.SHS.PK4.2                               | With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.   |              |        |        |
| PD.SHS.PK4.3                               | With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.  |              |        |        |
| PD.SHS.PK4.4                               | With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).  |              |        |        |
| PD.SHS.PK4.5                               | With prompting and support, participate in a variety of physical activities.  |              |        |        |
| PD.SHS.PK4.6                               | With prompting and support, identify nutritious foods.  |              |        |        |

| College and Career Readiness Standards |                             | THE ARTS (A)                       |                                  |
|--|-----------------------------|------------------------------------|----------------------------------|
| Code 1 =<br>Needs Development          | Code 2 =<br>Making Progress | Code 3 =<br>Developing as Expected | Code 4 =<br>Advanced Development |

| DANCE (DA)   |  | OBSERVATIONS |        |        |
|--------------|--|--------------|--------|--------|
|              |  | Fall         | Winter | Spring |
| DA.CR1.1.PK  | Generate and conceptualize artistic ideas and work.  |              |        |        |
| DA.CR1a.1.PK | Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).   |              |        |        |
| DA.CR1b.1.PK | Find a different way to do several basic locomotor and non-locomotor movements.  |              |        |        |
| DA.CR2.1.PK  | Organize and develop artistic ideas and work.  |              |        |        |
| DA.CR2a.1.PK | Improvise dance that starts and stops on cue.  |              |        |        |
| DA.CR2b.1.PK | Engage in dance experiences, moving alone or with a partner.   |              |        |        |
| DA.CR3.1.PK  | Refine and complete artistic work.   |              |        |        |
| DA.CR3a.1.PK | Respond to suggestions for changing movement through guided improvisational experiences.   |              |        |        |
| DA.CR3b.1.PK | Identify parts of the body and document a body shape or position by drawing a picture.   |              |        |        |
| DA.CR4.1.PK  | Select, analyze, and interpret artistic work for presentation.   |              |        |        |
| DA.CR4a.1.PK | Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space. |              |        |        |
| DA.CR4b.1.PK | Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.  |              |        |        |
| DA.CR4c.1.PK | Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).  |              |        |        |
| DA.PR5.1.PK  | Develop and refine artistic technique and work for presentation.   |              |        |        |
| DA.PR5a.1.PK | Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.   |              |        |        |
| DA.PR5b.1.PK | Move in general space and start and stop on cue while maintaining personal space.  |              |        |        |
| DA.PR5c.1.PK | Identify and move body parts and repeat movements upon request.  |              |        |        |
| DA.PR6.1.PK  | Convey meaning through the presentation of artistic work.  |              |        |        |
| DA.PR6a.1.PK | Dance for others in a designated area or space.  |              |        |        |
| DA.PR6b.1.PK | Use a simple prop as part of a dance.  |              |        |        |
| DA.RE7.1.PK  | Perceive and analyze artistic work.  |              |        |        |
| DA.RE7a.1.PK | Identify a movement in a dance by repeating it.  |              |        |        |
| DA.RE7b.1.PK | Demonstrate an observed or performed dance movement.   |              |        |        |
| DA.RE8.1.PK  | Interpret intent and meaning in artistic work.   |              |        |        |
| DA.RE8a.1.PK | Observe a movement and share impressions.  |              |        |        |
| DA.RE9.1.PK  | Apply criteria to evaluate artistic work.  |              |        |        |

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| <b>DA.RE9a.1.PK</b>  | Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.    |  |  |  |
| <b>DA.CN10.1.PK</b>  | Synthesize and relate knowledge and personal experiences to make art.                                     |  |  |  |
| <b>DA.CN10a.1.PK</b> | Recognize an emotion expressed in dance movement that is watched or performed.                            |  |  |  |
| <b>DA.CN10b.1.PK</b> | Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance. |  |  |  |
| <b>DA.CN11.1.PK</b>  | Relate artistic ideas and works with societal, cultural and historical content to deepen understanding.   |  |  |  |
| <b>DA.CN11a.1.PK</b> | Show a dance movement experienced at home or elsewhere.   |  |  |  |

| <b>MEDIA ARTS (MA)</b> |   | <b>OBSERVATIONS</b> |        |        |
|------------------------|---|---------------------|--------|--------|
|                        |   | Fall                | Winter | Spring |
| <b>MA.CR1.1.PK</b>     | Generate and conceptualize artistic ideas and work.   |                     |        |        |
| <b>MA.CR1a.1.PK</b>    | Share ideas for media artworks through guided exploration of tools, methods, and imagining.                     |                     |        |        |
| <b>MA.CR2.1.PK</b>     | Organize and develop artistic ideas and work.   |                     |        |        |
| <b>MA.CR2a.1.PK</b>    | With guidance, form ideas into plans or models for media arts productions.                                      |                     |        |        |
| <b>MA.CR3.1.PK</b>     | Refine and complete artistic work.  |                     |        |        |
| <b>MA.CR3a.1.PK</b>    | Make and capture media arts content, freely and in guided practice, in media arts productions.                  |                     |        |        |
| <b>MA.CR3b.1.PK</b>    | Attempt and share expressive effects, freely and in guided practice, in creating media artworks.                |                     |        |        |
| <b>MA.PR4.1.PK</b>     | Select, analyze, and interpret artistic work for presentation.  |                     |        |        |
| <b>MA.PR4a.1.PK</b>    | With guidance, combine different forms and content, such as image and sound, to form media artworks.            |                     |        |        |
| <b>MA.PR5.1.PK</b>     | Develop and refine artistic techniques and work for presentation.   |                     |        |        |
| <b>MA.PR5a.1.PK</b>    | Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.      |                     |        |        |
| <b>MA.PR5b.1.PK</b>    | Use identified creative skills, such as imagining freely and in guided practice, within media arts productions. |                     |        |        |
| <b>MA.PR5c.1.PK</b>    | Use media arts creation tools freely and in guided practice.  |                     |        |        |
| <b>MA.PR6.1.PK</b>     | Convey meaning through the presentation of artistic work.   |                     |        |        |
| <b>MA.PR6a.1.PK</b>    | With guidance, share roles and discuss the situation for presenting media artworks.                             |                     |        |        |
| <b>MA.PR6b.1.PK</b>    | With guidance, share reactions to the presentation of media artworks.   |                     |        |        |
| <b>MA.RE7.1.PK</b>     | Perceive and analyze artistic work.   |                     |        |        |
| <b>MA.RE7a.1.PK</b>    | With guidance, explore and discuss components and messages in a variety of media artworks.                      |                     |        |        |
| <b>MA.RE7b.1.PK</b>    | With guidance, explore media artworks and discuss experiences.  |                     |        |        |
| <b>MA.RE8.1.PK</b>     | Interpret intent and meaning in artistic work.  |                     |        |        |
| <b>MA.RE8a.1.PK</b>    | With guidance, share reactions to media artworks.   |                     |        |        |
| <b>MA.RE9.1.PK</b>     | Apply criteria to evaluate artistic work.   |                     |        |        |
| <b>MA.RE9a.1.PK</b>    | With guidance, examine and share appealing qualities in media artworks.   |                     |        |        |
| <b>MA.CN10.1.PK</b>    | Synthesize and relate knowledge and personal experiences to make art.   |                     |        |        |

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| <b>MA.CN10a.1.PK</b> | Use personal experiences in making media artworks.   |  |  |  |
| <b>MA.CN10b.1.PK</b> | With guidance, share experiences of media artworks.  |  |  |  |
| <b>MA.CN.11.1.PK</b> | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |  |  |  |
| <b>MA.CN11a.1.PK</b> | With guidance, relate media artworks and everyday life.  |  |  |  |
| <b>MA.CN11b.1.PK</b> | With guidance, interact safely and appropriately with media arts tools and environments.                 |  |  |  |

| <b>MUSIC (M)</b>    |   | <b>OBSERVATIONS</b> |        |        |
|---------------------|---|---------------------|--------|--------|
|                     |   | Fall                | Winter | Spring |
| <b>MU.CR1.1.PK</b>  | Generate and conceptualize artistic ideas and work.   |                     |        |        |
| <b>MU.CR1a.1.PK</b> | With substantial guidance, explore and experience a variety of music.   |                     |        |        |
| <b>MU.CR2.1.PK</b>  | Organize and develop artistic ideas and work.   |                     |        |        |
| <b>MU.CR2a.1.PK</b> | With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).                           |                     |        |        |
| <b>MU.CR2b.1.PK</b> | With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology. |                     |        |        |
| <b>MU.CR3.1.PK</b>  | Refine and complete artistic work.  |                     |        |        |
| <b>MU.CR3a.1.PK</b> | With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.                        |                     |        |        |
| <b>MU.CR3.2.PK</b>  | Refine and complete artistic work.  |                     |        |        |
| <b>MU.CR3a.2.PK</b> | With substantial guidance, share revised personal musical ideas with peers.   |                     |        |        |
| <b>MU.PR4.1.PK</b>  | Select, analyze, and interpret artistic work for presentation.  |                     |        |        |
| <b>MU.PR4a.1.PK</b> | With substantial guidance, demonstrate and state preference for varied musical selections.  |                     |        |        |
| <b>MU.PR4.2.PK</b>  | Select, analyze, and interpret artistic work for presentation.  |                     |        |        |
| <b>MU.PR4a.2.PK</b> | With substantial guidance, explore and demonstrate awareness of musical contrasts.  |                     |        |        |
| <b>MU.PR4.3.PK</b>  | Select, analyze, and interpret artistic work for presentation.  |                     |        |        |
| <b>MU.PR4a.3.PK</b> | With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).   |                     |        |        |
| <b>MU.PR5.1.PK</b>  | Develop and refine artistic techniques and work for presentation.   |                     |        |        |
| <b>MU.PR5a.1.PK</b> | With substantial guidance, practice and demonstrate what they like about their own performances.  |                     |        |        |
| <b>MU.PR5b.1.PK</b> | With substantial guidance, apply personal, peer, and teacher feedback to refine performances.   |                     |        |        |
| <b>MU.PR6.1.PK</b>  | Convey meaning through the presentation of artistic work.   |                     |        |        |
| <b>MU.PR6a.1.PK</b> | With substantial guidance, perform music with expression.   |                     |        |        |
| <b>MU.RE7.1.PK</b>  | Perceive and analyze artistic work.   |                     |        |        |
| <b>MU.RE7a.1.PK</b> | With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.                                  |                     |        |        |
| <b>MU.RE7.2.PK</b>  | Perceive and analyze artistic work.   |                     |        |        |
| <b>MU.RE7a.2.PK</b> | With substantial guidance, explore musical contrasts in music.  |                     |        |        |

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| <b>MU.RE8.1.PK</b>   | Interpret intent and meaning in artistic work.   |  |  |  |
| <b>MU.RE8a.1.PK</b>  | With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).  |  |  |  |
| <b>MU.RE9.1.PK</b>   | Apply criteria to evaluate artistic work.  |  |  |  |
| <b>MU.RE9a.1.PK</b>  | With substantial guidance, talk about personal and expressive preferences in music.  |  |  |  |
| <b>MU.CN10.0.PK</b>  | Synthesize and relate knowledge and personal experiences to make art.  |  |  |  |
| <b>MU.CN10a.0.PK</b> | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. |  |  |  |
| <b>MU.CN11.0.PK</b>  | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.                                   |  |  |  |
| <b>MU.CN11a.0.PK</b> | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.           |  |  |  |

| <b>THEATRE (TH)</b> |  | <b>OBSERVATIONS</b> |        |        |
|---------------------|--|---------------------|--------|--------|
|                     |  | Fall                | Winter | Spring |
| <b>TH.CR1.1.PK</b>  | Generate and conceptualize artistic ideas and work.  |                     |        |        |
| <b>TH.CR1a.1.PK</b> | With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).                                       |                     |        |        |
| <b>TH.CR1b.1.PK</b> | With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). |                     |        |        |
| <b>TH.CR2.1.PK</b>  | Organize and develop artistic ideas and work.  |                     |        |        |
| <b>TH.CR2a.1.PK</b> | With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).  |                     |        |        |
| <b>TH.CR2b.1.PK</b> | With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).   |                     |        |        |
| <b>TH.CR3.1.PK</b>  | Refine and complete artistic work.   |                     |        |        |
| <b>TH.CR3a.1.PK</b> | With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).   |                     |        |        |
| <b>TH.PR4.1.PK</b>  | Select, analyze, and interpret artistic work for presentation.   |                     |        |        |
| <b>TH.PR4a.1.PK</b> | With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).  |                     |        |        |
| <b>TH.PR5.1.PK</b>  | Develop and refine artistic techniques and work for presentation.  |                     |        |        |
| <b>TH.PR5a.1.PK</b> | With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experience (e.g., process drama, story drama, creative drama).  |                     |        |        |
| <b>TH.PR5b.1.PK</b> | With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).                           |                     |        |        |
| <b>TH.PR6.1.PK</b>  | Convey meaning through the presentation of artistic work.  |                     |        |        |
| <b>TH.PR6a.1.PK</b> | With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).   |                     |        |        |
| <b>TH.RE7.1.PK</b>  | Perceive and analyze artistic work.  |                     |        |        |

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|-------------------------|---|---------------------|--------|--------|
| <b>TH.RE7a.1.PK</b>     | With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).                                  |                     |        |        |
| <b>TH.RE8.1.PK</b>      | Interpret intent and meaning in artistic work.  |                     |        |        |
| <b>TH.RE8a.1.PK</b>     | With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.       |                     |        |        |
| <b>TH.RE8b.1.PK</b>     | With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).                                  |                     |        |        |
| <b>TH.RE9.1.PK</b>      | Apply criteria to evaluate artistic work.   |                     |        |        |
| <b>TH.RE9a.1.PK</b>     | With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).   |                     |        |        |
| <b>TH.CN10.1.PK</b>     | Synthesize and relate knowledge and personal experiences to make art.   |                     |        |        |
| <b>TH.CN10a.1.PK</b>    | With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). |                     |        |        |
| <b>TH.CN11.1.PK</b>     | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  |                     |        |        |
| <b>TH.CN11a.1.PK</b>    | With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).                     |                     |        |        |
| <b>TH.CN11.2.PK</b>     | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  |                     |        |        |
| <b>TH.CN11a.2.PK</b>    | With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).              |                     |        |        |
| <b>TH.CN11b.2.PK</b>    | With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).  |                     |        |        |
| <b>VISUAL ARTS (VA)</b> |   | <b>OBSERVATIONS</b> |        |        |
|                         |   | Fall                | Winter | Spring |
| <b>VA.CR1.1.PK</b>      | Generate and conceptualize artistic ideas and work.   |                     |        |        |
| <b>VA.CR1a.1.PK</b>     | Engage in self-directed play with materials.  |                     |        |        |
| <b>VA.CR1.2.PK</b>      | Generate and conceptualize artistic ideas and work.   |                     |        |        |
| <b>VA.CR1a.2.PK</b>     | Engage in self-directed, creative making.   |                     |        |        |
| <b>VA.CR2.1.PK</b>      | Organize and develop artistic ideas and work.   |                     |        |        |
| <b>VA.CR2a.1.PK</b>     | Use a variety of art-making tools.  |                     |        |        |
| <b>VA.CR2.2.PK</b>      | Organize and develop artistic ideas and work.   |                     |        |        |
| <b>VA.CR2a.2.PK</b>     | Share materials with others.  |                     |        |        |
| <b>VA.CR2.3.PK</b>      | Organize and develop artistic ideas and work.   |                     |        |        |
| <b>VA.CR2a.3.PK</b>     | Create and tell about art that communicates a story about a familiar place or object.   |                     |        |        |
| <b>VA.CR3.1.PK</b>      | Refine and complete artistic work.  |                     |        |        |
| <b>VA.CR3a.1.PK</b>     | Share and talk about personal artwork.  |                     |        |        |
| <b>VA.PR4.1.PK</b>      | Select, analyze and interpret artistic work for presentation.   |                     |        |        |
| <b>VA.PR4a.1.PK</b>     | Identify reasons for saving and displaying objects, artifacts, and artwork.   |                     |        |        |



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| <b>VA.PR5.1.PK</b>   | Develop and refine artistic techniques and work for presentation.  |  |  |  |
| <b>VA.PR5a.1.PK</b>  | Identify places where art may be displayed or saved.   |  |  |  |
| <b>VA.PR6.1.PK</b>   | Convey meaning through the presentation of artistic work.  |  |  |  |
| <b>VA.PR6a.1.PK</b>  | Identify where art is displayed both inside and outside of school.                                       |  |  |  |
| <b>VA.RE7.1.PK</b>   | Perceive and analyze artistic work.  |  |  |  |
| <b>VA.RE7a.1.PK</b>  | Recognize art in one's environment.  |  |  |  |
| <b>VA.RE7.2.PK</b>   | Perceive and analyze artistic work.  |  |  |  |
| <b>VA.RE7a.2.PK</b>  | Distinguish between images and real objects.   |  |  |  |
| <b>VA.RE8.1.PK</b>   | Interpret intent and meaning in artistic work.   |  |  |  |
| <b>VA.RE8a.1.PK</b>  | Interpret art by identifying and describing subject matter.  |  |  |  |
| <b>VA.RE9.1.PK</b>   | Apply criteria to evaluate artistic work.  |  |  |  |
| <b>VA.RE9a.1.PK</b>  | Select a preferred artwork.  |  |  |  |
| <b>VA.CN10.1.PK</b>  | Synthesize and relate knowledge and personal experiences to make art.                                    |  |  |  |
| <b>VA.CN10a.1.PK</b> | Explore the world using descriptive and expressive words and art-making.                                 |  |  |  |
| <b>VA.CN11.1.PK</b>  | Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. |  |  |  |
| <b>VA.CN11a.1.PK</b> | Recognize that people make art.  |  |  |  |

| College and Career Readiness Standards |                             | SOCIAL & EMOTIONAL DEVELOPMENT     |                                  |
|--|-----------------------------|------------------------------------|----------------------------------|
| Code 1 =<br>Needs Development          | Code 2 =<br>Making Progress | Code 3 =<br>Developing as Expected | Code 4 =<br>Advanced Development |

| SOCIAL DEVELOPMENT (SD) |  | OBSERVATIONS |        |        |
|-------------------------|--|--------------|--------|--------|
|                         |  | Fall         | Winter | Spring |
| SE.SD.PK4.1             | Interact appropriately with familiar adults.   |              |        |        |
| SE.SD.PK4.1a            | Communicate to seek out help with difficult task, to find comfort, and to obtain security.   |              |        |        |
| SE.SD.PK4.1b            | Engage with a variety of familiar adults for a specific purpose.   |              |        |        |
| SE.SD.PK4.2             | Interact appropriately with other children.  |              |        |        |
| SE.SD.PK4.2a            | Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).  |              |        |        |
| SE.SD.PK4.2b            | Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).   |              |        |        |
| SE.SD.PK4.2c            | Ask permission to use items or materials of others.  |              |        |        |
| SE.SD.PK4.2d            | Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.>").   |              |        |        |
| SE.SD.PK4.3             | Express empathy and care for others.   |              |        |        |
| SE.SD.PK4.3a            | Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).   |              |        |        |
| SE.SD.PK4.3b            | Offer and accept encouraging and courteous words to demonstrate kindness.  |              |        |        |
| SE.SD.PK4.3c            | With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.>").  |              |        |        |
| SE.SD.PK4.4             | Participate successfully as a member of a group.   |              |        |        |
| SE.SD.PK4.4a            | With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).   |              |        |        |
| SE.SD.PK4.4b            | Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time). |              |        |        |
| SE.SD.PK4.4c            | Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).   |              |        |        |
| SE.SD.PK4.5             | Join ongoing activities in acceptable ways.  |              |        |        |
| SE.SD.PK4.5a            | Express to others a desire to play (e.g., say, "I want to play.>").  |              |        |        |
| SE.SD.PK4.5b            | Lead and follow.   |              |        |        |
| SE.SD.PK4.5c            | Move into group with ease.   |              |        |        |
| SE.SD.PK4.6             | Resolve conflict with others.  |              |        |        |
| SE.SD.PK4.6a            | With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.>").                                |              |        |        |
| SE.SD.PK4.6b            | With prompting and support, use courteous words and actions (e.g. say, "please give me the book." "I'm sorry I stepped on your mat.").   |              |        |        |

| EMOTIONAL DEVELOPMENT (ED) |   | OBSERVATIONS |        |        |
|----------------------------|---|--------------|--------|--------|
|                            |   | Fall         | Winter | Spring |
| SE.E.PK4.1                 | Demonstrate trust in self.  |              |        |        |
| SE.E.PK4.1a                | Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can...", "I will...", "I did..."). |              |        |        |
| SE.E.PK4.1b                | Identify own emotions (e.g., say, "I feel...") and express pride in accomplishments (e.g., "I did it!").  |              |        |        |
| SE.E.PK4.2                 | Develop personal preferences.   |              |        |        |
| SE.E.PK4.2a                | Express independence, interest, and curiosity (e.g., say, "I can...", "I choose..." "I want...").   |              |        |        |
| SE.E.PK4.2b                | Select and complete tasks (e.g., finish a puzzle or drawing).   |              |        |        |
| SE.E.PK4.3                 | Show flexibility, inventiveness, and interest in solving problems.  |              |        |        |
| SE.E.PK4.3a                | Make alternative choices (e.g., move to another area when a center is full).  |              |        |        |
| SE.E.PK4.3b                | Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).   |              |        |        |
| SE.E.PK4.4                 | Know personal information.  |              |        |        |
| SE.E.PK4.4a                | Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).   |              |        |        |
| SE.E.PK4.4b                | Refer to self by first and last name.   |              |        |        |
| SE.E.PK4.4c                | Know parents'/guardians' names.   |              |        |        |
| SE.E.PK4.5                 | Show impulse control with body and actions.   |              |        |        |
| SE.E.PK4.5a                | Control own body in space (e.g., move safely through room without harm to self or others).  |              |        |        |
| SE.E.PK4.5b                | Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).  |              |        |        |
| SE.E.PK4.5c                | Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).  |              |        |        |
| SE.E.PK4.6                 | Manage emotions.  |              |        |        |
| SE.E.PK4.6a                | With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).  |              |        |        |
| SE.E.PK4.6b                | With prompting and support, recognize emotions (e.g., "I am really mad.").  |              |        |        |
| SE.E.PK4.6c                | With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").                 |              |        |        |
| SE.E.PK4.6d                | With prompting and support, express frustration and anger without harming self, others, or property (e.g., "I don't like it when you take my truck.").                |              |        |        |
| SE.E.PK4.7                 | Follow procedures and routines with teacher support.  |              |        |        |
| SE.E.PK4.7a                | Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).   |              |        |        |
| SE.E.PK4.7b                | Use materials with care and safety (e.g., use scissors to cut paper).   |              |        |        |
| SE.E.PK4.7c                | Take turns sharing information with others (e.g., interact during group time).  |              |        |        |
| SE.E.PK4.8                 | Demonstrate flexibility in adapting to different environments.  |              |        |        |
| SE.E.PK4.8a                | Adjust behavior in different settings (e.g., at the library, playground, lunchroom).  |              |        |        |
| SE.E.PK4.8b                | Follow rules (e.g., use outside voice, use inside voice) in different settings.   |              |        |        |

| College and Career Readiness Standards |                             | APPROACHES TO LEARNING (AL)        |                                  |
|--|-----------------------------|------------------------------------|----------------------------------|
| Code 1 =<br>Needs Development          | Code 2 =<br>Making Progress | Code 3 =<br>Developing as Expected | Code 4 =<br>Advanced Development |

| PLAY (P)                         |   | OBSERVATIONS |        |        |
|----------------------------------|---|--------------|--------|--------|
|                                  |   | Fall         | Winter | Spring |
| AL.P.PK4.1                       | Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.   |              |        |        |
| AL.P.PK4.2                       | Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).   |              |        |        |
| AL.P.PK4.3                       | Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).  |              |        |        |
| AL.P.PK4.4                       | Demonstrate active engagement in play.  |              |        |        |
| CURIOSITY & INITIATIVE (CI)      |   | OBSERVATIONS |        |        |
|                                  |   | Fall         | Winter | Spring |
| AL.CI.PK4.1                      | Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.             |              |        |        |
| AL.CI.PK4.2                      | Ask questions to seek new information.  |              |        |        |
| AL.CI.PK4.3                      | Make independent choices.   |              |        |        |
| AL.CI.PK4.4                      | Approach tasks and activities with flexibility, imagination, and inventiveness.   |              |        |        |
| PERSISTENCE & ATTENTIVENESS (PA) |   | OBSERVATIONS |        |        |
|                                  |   | Fall         | Winter | Spring |
| AL.PA.PK4.1                      | Follow through to complete a task or activity.  |              |        |        |
| AL.PA.PK4.2                      | Demonstrate the ability to remain engaged in an activity or experience.   |              |        |        |
| AL.PA.PK4.3                      | Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).   |              |        |        |
| PROBLEM SOLVING SKILLS (PS)      |   | OBSERVATIONS |        |        |
|                                  |   | Fall         | Winter | Spring |
| AL.PS.PK4.1                      | Identify a problem or ask a question.   |              |        |        |
| AL.PS.PK4.2                      | Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error). |              |        |        |
| AL.PS.PK4.3                      | Apply prior learning and experiences to build new knowledge.  |              |        |        |