Proposed Revision of Current TN Early Learning Developmental Standards (TN-ELDS) Four year-old Approaches to Learning Standards

Current TN-ELDS Four year-old Approaches to Learning Standards	Proposed TN-ELDS Four year-old Approaches to Learning Standards
With eagerness and curiosity actively engage in play as means of exploration & learning	***With eagerness and curiosity actively engage in play as means of exploration & learning***
Shows some self direction	**AL.PK.1.** Independently interact with a variety of materials through multiple play activities
Shows some self direction	**AL.PK.2.** Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination)
No current standard	**AL.PK.3.** Demonstrate an awareness of connection between prior and new knowledge
Approach tasks and activities with flexibility and inventiveness	***Approach tasks and activities with flexibility and inventiveness***
No current standard	**AL.PK.4.** Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play
Shows an eagerness and curiosity as a learner	**AL.PK.5.** Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if)
Approaches tasks with flexibility and inventiveness	**AL.PK.6.** Demonstrate a willingness to engage in new experiences and activities
Actively engage in problem solving	***Actively engage in problem solving***
Approaches tasks with flexibility and inventiveness	**AL.PK.7.** Identify a problem and attempt multiple ways to solve it, with or without assistance
Attends to task and seeks help when encountering a problem	**AL.PK.8.** Demonstrate a willingness to collaborate with others to solve a problem
Demonstrate Persistence	***Demonstrate Persistence***
Attends to task and seeks help when encountering a problem	**AL.PK.9.** Maintain focus appropriate to completing task and/or learning activity
Attends to task and seeks help when encountering a problem	**AL.PK.10.** Seek assistance and/or information when needed to complete a task

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Proposed Revision of Current TN Early Learning Developmental Standards (TN-ELDS) Four year-old Social and Emotional Standards

Current TN-ELDS Four year-old Social and Emotional Standards	Proposed TN-ELDS Four year old Social Emotional Standards
Self Concept	***Self Concept***
Discriminates individual, culture and community	**SE.PK.1.** Describe self using several different identifying characteristics and/or unique qualities (abilities, interests, gender, culture, etc.)
Discriminates individual, culture and community	**SE.PK.2.** Develop a basic awareness of self as an individual, self within the context of family and self within the context of community
Demonstrates self confidence	**SE.PK.3.** Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem
Relationships with Adults	***Relationship with Adults***
No current standard	**SE.PK.4.** Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults)
Attends to task and seeks help when encountering a problem	**SE.PK.5.** Seek and accept guidance from primary caregivers, teachers, and other familiar adults
Relationships with Peers	***Relationships with Peer*** *- develop positive relationships with peers*
No current standard	**SE.PK.6.** Initiate play and interact positively with another child or children
Participates in the group life of the class	**SE.PK.7.** Develop friendship skills (e.g., help, share, take turns, give compliments, etc.) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play
Shows empathy and caring for others	**SE.PK.8.** Show empathy and caring for others
Regulate own responses to needs, feelings and events	***Regulate own response to needs, feelings, and events***
Uses words and seeks adult help when needed to resolve conflicts	**SE.PK.9.** Express feelings, needs, opinions, and desires in a way which is appropriate to the situation
No current standard	**SE.PK.10.** Appropriately name types of emotions (e.g., happy, sad, frustrated, etc.) and associate them with different facial expressions, words, and behaviors
Shows empathy and caring for others	**SE.PK.11.** Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait, etc.) with or without adult guidance and support
Understand and follow rules and routines	***Understand and follow rules and routines***
Follows simple classroom rules and routines and uses materials carefully; Begins to understand the reason for rules	**SE.PK.12.** Demonstrate an understanding of rules through actions and conversations
Follows simple classroom rules and routines and uses materials carefully	**SE.PK.13.** Engage easily in routine activities (e.g., large group, small group, center time, etc.)
Follows simple classroom rules and routines and uses materials carefully	**SE.PK.14.** Use materials purposefully, safely, and respectfully as set by group rules

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Kindergarten Common Core English Language Arts alignment with Pre-K TN - Early Learning Developmental Standards (TN-ELDS)

Kindergarten Common Core Reading Informational Text	Proposed TN-ELDS Four Year Old Reading Informational Text	Current TN-ELDS Four Year Old Early Literacy and Language Stanadards
Key Ideas and Detail	**Key Ideas and Detail**	**Key Ideas and Detail**
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	**RI.PK.1.** With guidance and support, ask and answer questions about informational text	Understands story events and overall theme, and conversations; Engages in dialogue; Asks many questions and responds correctly to many types of questions.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	**RI.PK.2.** With guidance and support, recall important facts from informational text	Understands story events and overall theme, and conversations; Can organize more events and more complex events in sequential order; Organizes major steps of an event or story in sequential order
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**RI.PK.3.** With guidance and support, relate informational text to personal experience or other text	Understands events and overall theme, and conversations; Relates plot of story to self and own experiences.
Craft and Structure	**Craft and Structure**	**Craft and Structure**
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	**RI.PK.4.** Expand vocabulary by participating in discussions or answering questions about unfamiliar words in informational text	Uses conventions of speech while expressing ideas
RI.K.5. Identify the front cover, back cover, and title page of a book.	**RI.PK.5.** Identify that the title of the book is found on the front cover	Shows good understanding of conventions of print
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**RI.PK.6.** With guidance and support, identify the role of the author and the illustrator	No current standard
RI.K.7. 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).	**RI.PK.7.** With guidance and support, use illustrations to describe characters, settings or predict events in the story	No current standard
Integration of Knowledge and Ideas	**Integration of Knowledge and Ideas**	**Integration of Knowledge and Ideas**
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	**RI.PK.8.** (Begin in Kindergarten)	No current standard
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**RI.PK.9. With guidance and support, identify the similarities and differences between books on the same topic**	Relates plot of story to self and own experiences
Range of Reading and Text Complexity	**Range of Reading and Text Complexity**	**Range of Reading and Text Complexity**
RI.K.10. Actively engage in group reading activities with purpose and understanding.	**RI.PK.10.** Actively listen and participate in small and large group activities when informational text is read aloud or discussed	Routinely engages in purposeful reading and writing

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Kindergarten Common Core English Language Arts alignment with Pre-K TN - Early Learning Developmental Standards (TN-ELDS)

Kindergarten Common Core Reading Literature Standards	Proposed Four Year Old Reading Literature Standards	Current TN-ELDS Four Year Old Early Literacy and Language Stanadards
Key Ideas and Details	**Key Ideas and Detail**	**Key Ideas and Detail**
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	**RL.PK.1.** With guidance and support, ask, and answer questions about text read aloud	Understands story events and overall theme, and conversations; Asks many questions and responds correctly to many types of questions
RL.K.2. With guidance and support, retell familiar stories, including key details.	**RL.PK.2. W**ith guidance and support, recall important facts to retell a story in sequence	Uses language for a variety of purposes; Listens with understanding and interest to conversations, directions, music and a variety of reading material; Organizes major steps of an event or a story in sequential order
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	**RL.PK.3.** With guidance and support, identify major characters, settings, and events from a story or nursery rhyme	Listens with understanding and interest to conversations, directions, music and a variety of reading material; Uses an increasingly complex and varied spoken vocabulary and sentence structure
Craft and Structure	**Craft and Structure**	**Craft and Structure**
RL.K.4. Ask and answer questions about unknown words in a text.	**RL.PK.4.** Expand vocabulary by asking and answering questions about unfamiliar words in a story or nursery rhyme read aloud	Engages in dialogue; Uses conventions of speech while expressing ideas
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	**RL.PK.5.** With guidance and support, identify common text as either story book, nursery rhyme, or poem (e.g. story books, folktales, **nursery rhymes, etc.)**	No current standard
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**RL.PK.6.** With guidance and support identify the role of the author and the illustrator	No current standard
Integration of Knowledge and Ideas	**Integration of Knowledge and Ideas**	**Integration of Knowledge and Ideas**
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**RL.PK.7.** With guidance and support, use illustrations to describe characters, settings, or predict events in the story	Organize major steps of an event or story in sequential order; Can organize more events and more complex events in sequential order
RL.K.8. (Not applicable to literature)	**RL.PK.8.** (not applicable to literature)	No current standard
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**RL.PK.9.** With guidance and support, relate the story to previous stories or one's life experiences	Relates plot of story to self and own experiences
Range of Reading and Text Complexity	**Range of Reading and Text Complexity**	**Range of Reading and Text Complexity**
RL.K.10. Actively engage in group reading activities with purpose and understanding.	**RL.PK.10.** Actively listen and participate in small and large group activities when literature is read aloud or discussed	Relates plot to self and own experiences; Routinely engages in purposeful reading and writing;

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Kindergarten Common Core English Language Arts alignment with Pre-K TN - Early Learning Developmental Standards (TN-ELDS)

Kindergarten Common Core Reading Foundational Skills	Proposed Four Year Old Reading Foundational Skills	Current TN-ELDS Four Year Old Early Literacy and Language Stanadards
Print Concepts	**Print Concepts**	**Print Concepts**
RF.K.1. Demonstrate understanding of the organization and basic features of print.	**RF.PK.1.** Demonstrate understanding of basic features of print	Understands concept of spoken and written word; Shows good understanding of conventions of print
RF.K.1a. Follow words from left to right, top to bottom, and page by page.	**RF.PK.1a.** Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back	Shows good understanding of conventions of print
RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.	**RF.PK.1b.** Recognize spoken words can be written and read	Understands concept of spoken and written word and that alphabet letters have individual names
RF.K.1c. Understand that words are separated by spaces in print.	**RF.PK.1c.** With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence	Demonstrates good word awareness, calls attention to print in the environment, and recognizes common words
RF.K.1d, Recognize and name all upper- and lowercase letters of the alphabet	**RF.PK.1d.** Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters	Understands concept of spoken and written word and that alphabet letters have individual names; Begins to recognize letters; Begins to recognize frequently occurring uppercase and some of the most frequently occurring lowercase letters
Phonological Awareness	**Phonological Awareness**	**Phonological Awareness**
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**RF.PK.2.** Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes)	Demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words; Develops increasing sense of syllable structure in oral words; Start to develop an awareness of beginning sounds in words
RF.K.2a. Recognize and produce rhyming words.	**RF.PK.2a.** Recognize rhyming words in spoken language	Produces rhyming words
RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.	**RF.PK.2b.** With guidance and support, count and name the number of individual words in a spoken sentence	Develops increasing sense of syllable structure in oral words; Continues to increase awareness of the syllable structure of oral words
RF.K.2c.Blend and segment onsets and rimes of single-syllable spoken words.	**RF.PK.2c.** With guidance and support, count, pronounce, blend, and segment syllables in spoken words	Continues to increase awareness of the syllable structure of oral words
RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)	Begin in Kindergarten or when individual child is ready	Starts to develop an awareness of beginning sounds in words
RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**RF.PK.2e.** With guidance and support, identify whether or not two words begin with the same sound	Starts to develop an awareness of beginning sounds in words

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Kindergarten Common Core English Language Arts alignment with Pre-K TN - Early Learning Developmental Standards (TN-ELDS)

Kindergarten Common Core Reading Foundational Skills	Proposed Four Year Old Reading Foundational Skills	Current TN-ELDS Four Year Old Early Literacy and Language Stanadards
Phonics and Word Recognition	**Phonics and Word Recognition**	**Phonics and Word Recognition**
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	**RF.PK.3.** Demonstrate word awareness by identifying familiar words in books and environment	Demonstrates good word awareness, calls attention to print in the environment, and recognizes some common words;
RF.K.3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	**RF.PK.3a.** Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words	Starts to develop an awareness of beginning sounds in words
RF.K.3b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	**RF.PK.3b.** (Begin in Kindergarten or when individual child is ready)	Starts to develop an awareness of beginning sounds in words
RF.K.3c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).	**RF.PK.3c.** Recognize own name in print and some other common symbols and words in the environment (e.g., classmates' names, STOP, GO, etc.)	Demonstrates good word awareness, calls attention to print in the environment, and recognizes come common words
RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**RF.PK.3d.** With guidance and support, distinguish between words with the same and different first letter sounds	No current standard
Fluency	**Fluency**	**Fluency**
RF.K.4. Read emergent-reader texts with purpose and understanding.	**RF.PK.4** Demonstrate an awareness of story events and overall theme in picture books, by using illustrations (observing and discussing) to support "reading" the words in the text	Shows good understanding of conventions of print; Routinely engages in purposeful reading and writing

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Kindergarten Common Core English Language Arts alignment with Pre-K TN - Early Learning Developmental Standards (TN-ELDS)

Kindergarten Common Core Writing Standards	Proposed Four Year Old Writing Standards	Current TN-ELDS Four Year Old Early Literacy and Language Stanadards
Text Types and Purposes	**Text Types and Purposes**	**Text Types and Purposes**
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	**W.PK.1**. With guidance and support, use a combination of drawing, dictating, and emergent writing to express a preference or opinion about a specific topic or text	Understands story and overall theme; Relates plot of story to self and own experiences; Uses language for a variety of purposes; Uses conventions of speech while expressing ideas; Scribbles and paints; Routinely engages in purposeful reading and writing
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.	**W.PK.2.** With guidance and support, use a combination of dictating and drawing to explain information about a familiar topic	Understands story and overall theme; Uses language for a variety of purposes; Uses conventions of speech while expressing ideas; Scribbles and paints; Routinely engages in purposeful reading and writing
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.	**W.PK.3**. With guidance and support, use a combination of drawing and dictating emergent writing to tell a real or imagined story	Can organize more events and more complex events in sequential order; Organizes major steps of an event or story in sequential order
Production and Distribution of Writing	**Production and Distribution of Writing**	**Production and Distribution of Writing**
W.K.4. (Begins in grade 3)	**W.PK.4**. (Begin in Grade 3)	**W.PK.4**. (Begins in Grade 3)
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	**W.PK.5**. (Begin in Kindergarten or when individual child is ready)	Participates in the group life of the class; Demonstrates self confidence; Shows an eagerness and curiosity as a learner; Approaches tasks with flexibility and inventiveness
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**W.PK.6**. With guidance and support from adults, explore a variety of digital tools (e.g., computers, smart board and tables, iPads, phones, etc.), to convert oral messages and ideas into words and/or pictures	Uses strength to perform fine motor tasks; Uses eye-hand coordination to perform fine motor tasks; Participates in the group life of the class
Research to Build and Present Knowledge	**Research to Build and Present Knowledge**	**Research to Build and Present Knowledge**
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**W.PK.7**. With guidance and support, participate in shared research and emergent writing projects (e.g., explore a number of books by a favorite author and express opinions about them)	Understands story events and overall theme, and conversations; Shows interest in purposeful writing; Routinely engages in purposeful reading and writing
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**W.PK.8**. With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question	Understanding of story events and overall theme, and conversations;
W.K.9. (Begins in grade 4)	**W.PK.9**. (Begin in grade 4)	**W.PK.9**. (Begins in grade 4)
W.K.10. (Begins in grade 3)	**W.PK.10**. (Begin in grade 3)	**W.PK.10**. (Begins in grade 3)

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Kindergarten Common Core English Language Arts alignment with Pre-K TN - Early Learning Developmental Standards (TN-ELDS)

Kindergarten Common Core Speaking & Listening Standards	Proposed Four Year Old Speaking and Listening Standards	Current TN-ELDS Four Year Old Early Literacy and Language Stanadards
Comprehension and Collaboration	**Comprehension and Collaboration**	**Comprehension and Collaboration**
SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.	**SL.PK.1.** Participate in collaborative conversations with diverse partners during daily routines and play	Listens with understanding and interest to conversations, directions, music and a variety of reading materials; Understands story events and overall theme, and conversations; Engages in dialogue (conversation)
SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	**SL.PK.1a.** Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer)	Participates in conversations
SL.K.1.b Continue a conversation through multiple exchanges.	**SL.PK.1b.** Engage in a conversation, striving for five exchanges	Participates in conversations
SL.K.2. 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.	**SL.PK.2.** Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests)	Engages in Dialogue
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**SL.PK.3.** Ask and answer questions in order to seek help, get information, or clarify something which is not understood	Asks many questions and responds correctly to many types of questions
Presentation of Knowledge & Ideas	**Presentation of Knowledge & Ideas**	**Presentation of Knowledge & Ideas**
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**SL.PK.4.** Participate in conversations to tell or talk about familiar people, places, things and events and, with prompting and support add additional details	Listens with understanding and interest to conversations, directions, music and a variety of reading materials; Uses language for a variety of purposes; Organizes major steps of an event or story in sequential order
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	**SL.PK.5.** Create representations of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials, etc.) and explain them to others	Scribbles and paints
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	**SL.PK.6.** Speak clearly and audibly to express thoughts, feelings, and ideas. **SL.PK.6a.** EL students use home language as well as English language through prompting and support	Speaks clearly enough to be understood; Uses language for a variety of purposes; Uses conventions of speech while expressing ideas

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Kindergarten Common Core English Language Arts alignment with Pre-K TN - Early Learning Developmental Standards (TN-ELDS)

Kindergarten Common Core Language Standards	Proposed Four Year Old Language Standards	Current TN-ELDS Four Year Old Early Literacy and Language Stanadards
Conventions of Standard English	**Conventions of Standard English**	**Conventions of Standard English**
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**L.PK.1.** Through adult modeling, guidance and support, use complete sentences to express a thought or idea	Uses language for a variety of purposes; Uses conventions of speech while expressing ideas; Shows an interest in purposeful writing; Shows good understanding of conventions of print; Routinely engages in purposeful reading and writing
L.K.1a. Print many upper- and lowercase letters.	**L.PK.1a.** Print some upper and lowercase letters (letters may not be of conventional size or shape)	Discriminates likenesses and differences in symbols; Understands concept of spoken word and written word and that alphabet letters have individual names; Shows interest in purposeful writing; Begins to recognize letters; Begins to recognize frequently occurring uppercase and some most frequently occurring lowercase letters
L.K.1b. Use frequently occurring nouns and verbs.	**L.PK.1b.** Use frequently occurring nouns and verbs	Uses language for a variety of purposes; Uses conventions of speech while expressing ideas
L.K.1c. Form regular plural nouns orally by adding /s/ or /as/ (e.g., dog, dogs; wish, wishes).	**L.PK.1c.** With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)	Uses conventions of speech while expressing ideas
L.K.1d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).	**L.K.1d.** With guidance and support, understand and use question words (e.g., *who, what, where, when, why, how*)	Asks many questions and responds correctly to many types of questions
L.K.1e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).	**L.PK.1e.** Understand and appropriately use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)	Listens with understanding and interest to conversations, directions, music and a variety of reading material; Uses an increasingly complex and varied spoken vocabulary
L.K.1f. Produce and expand complete sentences in shared language activities.	**L.PK.1f.** Participate in shared language activities and use increasingly complex and varied spoken vocabulary	Engages in dialogue; Uses an increasingly complex and varied spoken vocabulary and sentence structure; Uses conventions of speech while expressing ideas
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**L.K.2.** Inconsistently uses conventions of standard English capitalization, punctuation and spelling when writing	Shows interest in purposeful writing; Shows good understanding of conventions of print
L.K.2a Capitalize the first word in a sentence and the pronoun *I*.	**L.PK.2a.** (Begin in Kindergarten)	Understands concept of spoken word and written word and that alphabet letters have individual names
L.K.2b. Recognize and name end punctuation.	**L.PK.2b.** (Begin in Kindergarten)	No current standard
L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	**L.PK.2c.** Show awareness of conventional letter-sound relationships through use of invented spelling and describing what was written	No current standard

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Kindergarten Common Core English Language Arts alignment with Pre-K TN - Early Learning Developmental Standards (TN-ELDS)

Kindergarten Common Core Language Standards	Proposed Four Year Old Language Standards	Current TN-ELDS Four Year Old Early Literacy and Language Stanadards
L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**L.PK.2d.** With prompting and support, use invented spelling when writing	Develops increasing sense of syllable structure in oral words; Produces rhyming words; Continues to increase awareness of the syllable structure of oral words
Knowledge of Language	**Knowledge of Language**	**Knowledge of Language**
L.K.3. (Begins in grade 2)	L.PK.3. (Begin in grade 2)	L.PK.3. (Begins in grade 2)
Vocabulary Acquisition and Use	**Vocabulary Acquisition and Use**	**Vocabulary Acquisition and Use**
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	**L.PK.4**. With guidance and support, ask or answer questions about the meaning of new words and phrases introduced through books, activities, and play	Uses conventions of speech while expressing ideas; Demonstrate good word awareness, calls attention to print in the environment, and recognizes common words
L.K.4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	**L.PK.4a.** With guidance and support, recognize and use words appropriately which are similar in meaning (e.g., happy/glad, angry/mad)	Uses conventions of speech while expressing ideas
L.K.4b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -full, -less*) as a clue to the meaning of an unknown word.	**L.PK.4b.** (Begin in Kindergarten)	Uses conventions of speech while expressing ideas
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	**L.PK.5.** With guidance and support, participate in discussions to determine the meaning of unfamiliar words found in text or used in conversations	Listens with understanding and interest to conversations, directions, music and a variety of reading material; Uses an increasingly complex and varied spoken vocabulary and sentence structure; Uses conventions of speech while expressing ideas
L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	**L.PK.5a**. Sort familiar objects into categories and identify the "common" factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors, etc)	Discriminates likenesses and differences in shapes and designs; Explores and begins to sort and classify objects
L.K.5b .Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	**L.PK.5b**. Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed)	Listens with understanding and interest to conversations, directions, music and a variety of reading materials; Uses language for a variety of purposes
L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	**L.PK.5c**. Apply words learned in classroom activities to real-life examples (e.g., name places in school which are fun, quiet, or noisy)	Uses language for a variety of purposes
L.K.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	**L.PK.5d.** With guidance and support, show understanding of similar words by demonstrating the meaning of the words or using the words in conversations (e.g. talk, chat, whisper; car, vehicle)	Uses conventions of speech while expressing ideas
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**L.PK.6.** Use words and phrases acquired through conversations, listening to books read aloud, and play	Uses conventions of speech while expressing ideas

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Proposed Revision of Current TN-Early Learning Developmental Standards (TN-ELDS) Four year-old Science Standards

Current TN-ELDS Four year-old Science Standards	Proposed TN-ELDS Four year-old Science Standards
Scientific Thinking *- Ask questions & make predictions based on observations through active engagement with materials*	***Scientific Thinking*** *-- Ask questions & make predictions based on observations through active engagement with materials*
No current standards	**S.PK.1.** Use senses to gather, explore, and interpret information
No current standards	**S.PK.2.** Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world
No current standards	**S.PK.3.** Record and organize data using graphs, charts, science journals, etc to communicate conclusions regarding experiments and explorations
Earth & Space *- Observe and describe characteristics of earth and space*	***Earth & Space*** *-- Observe and describe characteristics of earth and space*
Recognizes a variety of earth materials by their observable properties (rock, sand, dirt); Classifies elements by their elements	**S.PK.4.** Investigate and identify a variety of earth materials by their observable properties (e.g., soil, rocks, minerals, etc.)
Recognizes that objects have observable properties that can change over time and under different conditions	**S.PK.5.** Demonstrate awareness that physical properties can change over time and under different conditions
Recognize that the sun gives us light; Recognizes the concept of day and night	**S.PK.6.** Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds and the impact it has on the weather and the seasons
Living Things *- Observes and describe characteristics of living things*	***Living Things*** *-- Observe and describe characteristics of living things*
Recognize that living things are made up of parts	**S.PK.7.** Describe and identify the similarities, categories, and different structures of familiar plants and animals (Plants have roots, stems, leaves; animals have eyes, mouths, ears, etc.)
Recognizes that living things live in different environments	**S.PK.8.** Observe, describe, and compare the habitats of plants and animals
Physical Properties *- Acquires knowledge about the physical properties of the world*	***Physical Properties*** *-- Acquire knowledge about the physical properties of the world*
Classify materials by their elements	**S.PK.9.** Describe, compare, and categorize objects based on their observable properties
No current standards	**S.PK.10.** Investigate common interactions between matter and energy (e.g., butter melting in cooking activities, peanuts becoming peanut butter)
Recognize that sound is produced when two objects collide	**S.PK.11.** Describe and compare the effects of common forces (pushing and pulling) on objects, (i.e gravity, magnetism, and mechanical forces)
Tools & Technology	***Tools & Technology***
No current standards	**S.PK.12.** Use simple tools for investigation of the home, classroom and other familiar places

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Proposed Revision of Current TN-Early Learning Developmental Standards (TN-ELDS) Four year-old Social Studies Standards

Current TN-ELDS Four year-old Social Studies Standards	Proposed TN-ELDS Four year-old Social Studies Standards
History	***History***
Begins to categorize time intervals; Recognizes changes in the environment	**SS.PK.1.** Develop an understanding of how people and things change over time
Identifies common events and routines; Begins to categorize time intervals	**SS.PK.2.** Demonstrate awareness of different cultures through exploration of customs and traditions, past and present
No current standard	**SS.PK.3.** Demonstrate an interest in current events which relate to family, culture, and community
Civics, Citizenship and Government	***Civics, Citizenship, and Government***
No current standard	**SS.PK.4.** Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community
Develops growing awareness of jobs and what is required to perform them	**SS.PK.5.** Participate in the community or group life of the class (e.g., making and following rules, doing classroom jobs, expressing concern for others, participating in decision making processes)
Economics	***Economics***
Begins to understand the concept of money	**SS.PK.6.** Demonstrate an understanding that money is needed in exchange for some goods and services
Begins to understand the concept of money	**SS.PK.7.** Recognize that goods and services may be purchased using different forms of payment (e.g., coins, paper money, checks, electronic payments, credit cards)
Career Development	***Career Development***
Begins to understand what services the community workers provide	**SS.PK.8.** Develop awareness about a wide variety of careers and work environments

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Alignment of Common Core State Standards (CCSS) with Proposed TN-Early Learning Developmental Standards (TN-ELDS) Four Year Old Standards for Mathematics

Kindergarten CCSS Mathematics (K)	Proposed TN-ELDS Four year-old Mathematics Standards (PK)	Current TN-ELDS Four year old Mathematics Standards
Counting and Cardinality	**Counting and Cardinality**	**Counting and Cardinality**
Know number names and the count sequence	***Know number names and counting sequence***	***Know number names and counting sequence***
K.CC.1. Count to 100 by ones and by tens.	**PK.CC.1.** Listen to and say the names of numbers in many contexts	Develops understanding of numbers and their association with objects
K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	**PK.CC.2.** Count forward in sequence from 1 - 20	Develops understanding of numbers and their association with objects
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	**PK.CC.3.** Understand the relationships between numerals and quantities up to 10	Discriminates likenesses and differences in symbols
Count to tell the number of objects	***Count to tell the number of objects***	***Count to tell the number of objects***
K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.	**PK.CC.4.** Understand the relationship between numbers and quantities with concrete objects up to 10	Begins to identify and label objects using numbers
K.CC.4a. 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.	**PK.CC.4a.** Use one-to-one correspondence to accurately count up to 7 objects in a scattered configuration	No current standard
K.CC.4b. 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.	**PK.CC.4b.** (Begin in Kindergarten or when individual child is ready)	No current standard
K.CC.4c. Understand that each successive number name refers to a quantity that is one larger.	**PK.CC.4c.** (Begin in Kindergarten or when individual child is ready)	No current standard
K.CC.5. 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.	**PK.CC.5.** With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line or as many as 7 things in a scattered configuration	Listens with understanding and interest; Uses conventions of speech while expressing ideas
Compare numbers	***Compare numbers***	***Compare numbers***
K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	**PK.CC.6.** Use comparative language, such as more/less than, equal to, to compare and describe collections of objects	Listens with understanding and interest; Uses conventions of speech while expressing ideas; Explores and begins to sort and classify objects
K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	**PK.CC.7.** With guidance and support count and group objects by number to ten	No current standard

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Alignment of Common Core State Standards (CCSS) with Proposed TN-Early Learning Developmental Standards (TN-ELDS) Four Year Old Standards for Mathematics

Kindergarten CCSS Mathematics (K)	Proposed TN-ELDS Four year-old Mathematics Standards (PK)	Current TN-ELDS Four year old Mathematics Standards
Operations and Algebraic Thinking	**Operations and Algebraic Thinking**	**Operations and Algebraic Thinking**
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	***Understand additional as putting together and adding to, and understand subtraction as taking apart and taking away.***	***Understand additional as putting together and adding to, and understand subtraction as taking apart and taking away.***
K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	**PK.OA.1.** Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five	Begins to develop foundation for linking concepts and procedures with active experiences
K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	**PK.OA.2.** (Begin in Kindergarten or when individual child is ready)	No current standard
K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	**PK.OA.3.** (Begin in Kindergarten or when individual child is ready)	No current standard
K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	**PK.OA.4.** (Begin in Kindergarten or when individual child is ready)	No current standard
K.OA.5. Fluently add and subtract within 5.	**PK.OA.5.** (Begin in Kindergarten or when individual child is ready	No current standard

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Alignment of Common Core State Standards (CCSS) with Proposed TN-Early Learning Developmental Standards (TN-ELDS) Four Year Old Standards for Mathematics

Kindergarten CCSS Mathematics (K)	Proposed TN-ELDS Four year-old Mathematics Standards (PK)	Current TN-ELDS Four year old Mathematics Standards
Number and Operations in Base Ten (Begins in Kindergarten)	**Number and Operations in Base Ten (Begins in Kindergarten)**	**Number and Operations in Base Ten (Begins in Kindergarten)**
Measurement and Data	**Measurement and Data**	**Measurement and Data**
Describe and compare measureable attributes	***Describe and compare measureable attributes***	***Describe and compare measureable attributes***
K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	**PK.MD.1.** Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow)	Listens with understanding and interest; Uses conventions of speech while expressing ideas; Begins to demonstrate understanding of time, length, weight, capacity, and temperature
K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	**PK.MD.2.** Use non-standard and standard techniques and tools to measure and compare the attributes of two or more concrete objects and use words to define attributes of the objects as same/different, more/less, heavy/light	Listens with understanding and interest; Uses conventions of speech while expressing ideas; Begins to demonstrate understanding of time, length, weight, capacity, and temperature
Classify objects and count the number of objects in each category.	***Classify object and count the number of objects in each category***	***Classify object and count the number of objects in each category.***
K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count 3.	**PK.MD.3.** Sort, categorize, and classify objects by more than one attribute	Explores and begins to sort and classify objects; Begins to identify and label objects using numbers; Uses left-to-right and top-to-bottom scanning; observes and reproduces a pattern with 3-dimensional objects by using a 2-dimensional paper model

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Alignment of Common Core State Standards (CCSS) with Proposed TN-Early Learning Developmental Standards (TN-ELDS) Four Year Old Standards for Mathematics

Kindergarten CCSS Mathematics (K)	Proposed TN-ELDS Four year-old Mathematics Standards (PK)	Current TN-ELDS Four year old Mathematics Standards
Geometry	**Geometry**	**Geometry**
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	***Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)***	***Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).***
K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	**PK.G.1.** Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart)	Listens with understanding and interest; Uses conventions of speech while expressing ideas; Becomes aware of personal space during active exploration of physical environment
K.G.2. Correctly name shapes regardless of their orientations or overall size.	**PK.G.2.** Identify several basic shapes	Explores and recognizes the size, shape, and spatial arrangement of real objects
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	***Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)***	***Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).***
K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").	**PK.G.3.** With guidance and support, explore two- and three- dimensional shapes	Further develops awareness of relationships of parts and wholes using more abstract figures
Analyze, compare, create, and compose shapes.	***Analyze, compare, create, and compose shapes***	***Analyze, compare, create, and compose shapes.***
K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	**PK.G.4.** With guidance and support, compare and contrast two- and three- dimensional shapes of different sizes describing the way they are the same or different	Listens with understanding and interest; Uses conventions of speech while expressing ideas
K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	**PK.G.5.** Identify shapes in the real world environment	Further develops awareness of relationships of parts and wholes using more abstract figures; Uses left-to-right and top-to-bottom scanning; observes and reproduces a pattern with 3-dimensional objects by using a 2-dimensional paper model
K.G.6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	**PK.G.6.** With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two squares together make a rectangle)	Approaches tasks with flexibility and inventiveness

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Proposed Revision of Current TN-Early Learning Developmental Standards (TN-ELDS) Four year old Creative Arts Standards

Current TN-ELDS Four year-old Creative Arts Standards	Proposed TN-ELDS Four year-old Creative Arts Standards
Visual Arts *-- Express self and represent what he/she knows, thinks, believes, and feels through visual arts*	***Visual Arts*** *-- Express self and represent what he/she knows, thinks, believes, and feels through visual arts*
Uses a variety of art materials for tactile experience and exploration	**CA.PK.1.** Experiment with a variety of mediums and art materials for tactile experience and exploration
Scribbles and Paints	**CA.PK.2.** Create artistic works with intent and purpose using varying tools, texture, color, and technique
Responds to artistic creations or events	**CA.PK.3.** Respond and react to visual arts created by self and others
Music *-- Express self by engaging in musical activities*	***Music*** *-- Express self by engaging in musical activities*
Responds to sounds	**CA.PK.4.** Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing
Responds to sounds; Uses sounds	**CA.PK.5.** Create sounds using voice, traditional instruments and/or non-traditional instruments
Creative Movement & Dance	***Creative Movement & Dance***
Controls body to participate in creative movement and drama	**CA.PK.6.** Express feelings of what is felt and heard through dance or creative movement
Controls body to participate in creative movement and drama	**CA.PK.7.** Move in spontaneous and imaginative ways to music, songs, rhythm and silence (e.g., sway, twist, use of 'props', etc.)
Theatre / Dramatic Play	***Theatre / Dramatic Play***
Begins to purposefully act on the environment	**CA.PK.8.** Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences
No current standard	**CA.PK.9.** Respond and react to theatre and drama presentations
Cultural Differences	***Cultural Differences***
No current standard	**CA.PK.10.** Participate in artistic activities (music and dance) representing different cultures

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Proposed Revision of Current TN-Early Learning Developmental Standards (TN-ELDS) Four year-old Physical Development Standards

Current TN-ELDS Four year-old Physical Development Standards	Proposed TN-ELDS Four year old Physical Development Standards
Sensorimotor *-- using senses to assist & guide learning; using sensory information to plan & carry out movements*	***Sensorimotor*** *-- use senses to assist & guide learning; using sensory information to plan & carry out movements*
Recognizes that people use their five senses to explore their environment	**PD.PK.1.** Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment
No current standard	**PD.PK.2.** Demonstrate awareness of spatial boundaries and the ability to work and move within them
Gross Motor *-- demonstrating coordination and control of large muscles*	***Gross Motor*** *-- demonstrate coordination and control of large muscles*
Moves with balance and control to perform simple, large motor movements	**PD.PK.3.** Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping)
Coordinates movements to perform more complex tasks	**PD.PK.4.** Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology)
Fine Motor *-- demonstrating eye-hand coordination and dexterity needed to manipulate objects*	***Fine Motor*** *-- demonstrate eye-hand coordination and dexterity needed to manipulate objects*
Uses strength and control to perform simple fine motor tasks	**PD.PK.5.** Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools)
Uses hand-eye coordination to perform fine motor tasks	**PD.PK.6.** Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives)
Personal Health & Safety *-- Physical Health & Well-Being*	***Personal Health & Safety*** *-- Physical Health & Well-Being*
Performs some self-help skills independently	**PD.PK.7.** Demonstrate personal care and hygiene skills
Follows basic health and safety rules	**PD.PK.8.** Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise)
Follows basic health and safety rules	**PD.PK.9.** Demonstrate awareness and understanding of safety rules

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