

# Tennessee Early Learning Developmental Standards



# Guiding Principles for the Tennessee Early Learning Developmental Standards

- **All children are capable of learning, achieving, and making developmental progress.**

The Early Learning Developmental Standards (ELDS) are intended for all children regardless of economic, linguistic, and cultural differences and/or physical, learning, or emotional challenges.

- **Children develop at different rates and each child is unique in his or her own development, growth, and acquisition of skills.**

Individualized, appropriate, and reasonable supports and accommodations must be provided to close the achievement gap and promote school readiness for all children.

- **Early experiences** have both cumulative and delayed effects on each individual child's development; optimal periods exist for certain types of development and learning.

- **Four-year-old children are active, eager learners.**

A primary approach to learning is through purposeful, inquiry-based play. Optimal learning environments invite children's participation through hands-on, experiential exploration using all five senses. Four-year-olds are concrete learners who learn best through interactions with people and educational materials in multiple, varied contexts.

- **Development advances** when children have opportunities to practice newly acquired skills and when they experience a challenge just beyond the level of their present mastery, known as the zone of proximal development.

- **Multi-dimensional development is essential for optimal brain growth.**

Children's learning is integrated and occurs simultaneously across all developmental domains, which are interrelated and interactive with one another. Children's brain growth and cognitive development is accelerated when early education is focused and balanced among all eight areas of development included in the revised TN ELDS.

- **Children learn** in the context of interactions and relationships with family members, caregivers, teachers, other children, and adults in their immediate environment and greater community.

- **The family is the most significant contributor to a child's lifelong learning and development.** Engaging families in the early education of their children is essential to continuing a child's success in the elementary classroom and later learning.

# Common Terms and Intended Meanings

The following lists of terms are found in the standards for four-year-olds. Understanding the meanings of these words will better support understanding of the standards.

## List of Terms & Intended Meanings *Four-Year-Old Standards Only*

- **Associate:** to connect with something else in one's mind
- **Aware** or **awareness of:** knowing or cognizant of
- **Begin to:** The first step in the process; the child may not demonstrate complete mastery of the skill but demonstrates an awareness of the concept and evidence of learning
- **Categorize:** to arrange by categories; to describe or understand by assigning to a category
- **Classify:** to group or order in classes
- **Compare:** to note or describe the similarities or difference of; to bring together for the purpose of discovering similarities and differences
- **Contrast:** to compare in order to make differences clear; to show or reveal differences when compared
- **Count:** to list or name one by one in order
- **Create:** to bring into being; to cause, produce
- **Define:** to explain or state the meaning of; to describe the nature of
- **Demonstrate:** to show evidence; to reveal; to show
- **Describe:** to tell or write about; create a picture of in words
- **Develop:** to bring out the potential of; advance to a more complete or more effective condition; to gain strength
- **Display:** to cause to be seen; show; to make known; disclose
- **Expand:** to make larger or wider; to become larger or wider
- **Explore:** to begin to understand by carefully examining
- **Express:** to show or make known; to tell the thoughts or feelings
- **Familiar:** those letters, words and ideas with which students come in contact on a regular basis (i.e., own name, billboards, signs, books read regularly, items in the environment)
- **Identify:** to figure out or show who someone is or what something is; to connect or associate
- **Initiate:** to cause to begin; start; originate
- **Observe:** to notice or see; to watch closely; make a careful observation
- **Participate:** to take part; share (usually followed by "in")
- **Progress:** forward movement toward an end; forward movement in time or space
- **React:** to act, or feel a certain way, in response to something
- **Recall:** to bring a past event into the mind; remember
- **Recognize:** to identify from an earlier experience; to understand
- **Relate:** to tell the story of; to see or find connections between; link
- **Reproduce:** to make a copy of; to make or produce again
- **Respond:** to answer or give a reply, in words or through other means

- **Retell:** to tell again, e.g., a story or account
- **Select:** to choose; pick
- **Sustain:** to keep (something) going or existing
- **Understand:** to get the meaning, nature, or importance of
- **Use:** to bring into service

## TN ELDS and Instruction

- The TN ELDS and Kindergarten Standards tell ***what*** students need to know and learn.
- The instructional strategies based in developmental science tell ***how*** students will learn and grow toward the standards.
- The instructional structures (i.e., centers, whole group, etc.) tell ***where*** the learning will occur.

## Unpacking the Standards

### Steps toward Effective Implementation

In order to plan for effective daily instruction that aligns with the expectations of the standards, it is important to begin with a clear understanding of what standards are asking students to learn and be able to do. To do so, teachers should “unpack” the standards in the following way:

1. Write the learning standard;
2. Identify what children need to know—knowledge/concepts; i.e., describe measurable attributes of a single object, such as length, width, height.
3. Identify what the children need to do; i.e., describe attributes of a shape.
4. Connect each verb with Bloom’s taxonomy;
  - a. Low: Remember and Understand
  - b. Middle: Apply and Analyze
  - c. High: Evaluate and Create
5. Consider;
  - a. The sequencing of learning goals—what comes before or right after this skill?
  - b. Are there any vocabulary words which need to be identified or clarified?
  - c. What prior knowledge and skills are needed to master this learning goal?

### Note on Coding

The standards are coded with the grade level, title of the strand, the category within the

strand, and the number within the strand. In a few cases, a letter might also be used to delineate subsections.

Example: PK.FL.PC.1

Pre-K (PK) is the grade level.

Foundational Literacy (FL) is the strand.

Print Concepts (PC) is the category.

1 is the number of the standard within the strand.

## Linking Standards

The standards in this document are meant to be taught through an integrated approach. By helping students make connections to text and/or real life experiences, learning is meaningful and more easily transferred. Linking standards signal that planning for instruction needs to begin with a high quality text and that planning decisions with the standards center on the selection(s). Speaking and Listening standards are aligned with other English language arts standards to provide teachers with guidance regarding where these standards might be embedded within instruction. Oral language development is essential to later reading skills. Speaking and Listening standards should be taught with the same intentionality as all other standards.

## Approaches to Learning (PK.AL)

<b>Creativity:</b> Actively engage in learning with curiosity, flexibility, and openness to new ideas.
<b>PK.AL.CR.1</b> Independently interact with a variety of materials through multiple play activities.
<b>PK.AL.CR.2</b> Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).
<b>PK.AL.CR.3</b> Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.
<b>PK.AL.CR.4</b> Demonstrate a willingness to engage in new experiences and activities.
<b>Self-Regulation:</b> Engage in learning to effectively plan and problem solve.
<b>PK.AL.SR.5</b> Maintain focus appropriate to completing a task and/or learning activity.
<b>PK.AL.SR.6</b> Persist in solving a problem or question, with adult prompting.
<b>PK.AL.SR.7</b> Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.
<b>Critical Thinking:</b> Actively inquire and reflect about new ideas and activities.
<b>PK.AL.CT.8</b> Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).
<b>PK.AL.CT.9</b> Demonstrate an awareness of connection between prior and new knowledge.

<b>PK.AL.CT.10</b> Identify a problem and attempt multiple ways to solve it, with or without assistance.
<b>Communication:</b> Actively engage in conversations with adults and peers.
<b>PK.AL.CO.11</b> Ask and respond to questions with peers and adults in individual and group activities.
<b>AL.PK.CO.12</b> Seek assistance and/or information when needed to complete a task.
<b>Collaboration:</b> Actively engage in learning with other people.
<b>PK.AL.CB.13</b> Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.
<b>PK.AL.CB.14</b> Demonstrate a willingness to collaborate with others to solve a problem.

### **Social and Personal Competencies (PK.SPC)**

<b>Self-Awareness:</b> Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.
<b>PK.SPC.SA.1</b> Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.
<b>PK.SPC.SA.2</b> Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.
<b>PK.SPC.SA.3</b> Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).
<b>PK.SPC.SA.4</b> Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.
<b>PK.SPC.SA.5</b> Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.
<b>PK.SPC.SA.6</b> Seek and accept guidance from primary caregivers, teachers, and other familiar adults.
<b>PK.SPC.SA.7</b> Demonstrate an understanding of rules through actions and conversations.
<b>PK.SPC.SA.8</b> Use materials purposefully, safely, and respectfully as set by group rules.
<b>Self-Management:</b> Understand and use strategies for managing emotions and behaviors constructively.
<b>PK.SPC.SM.1</b> Express feelings, needs, opinions, and desires and begin to identify causal relationships.
<b>PK.SPC.SM.2</b> Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.
<b>Social Awareness:</b> Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.

<b>PK.SPC.SCA.1</b> Show empathy and caring for others.
<b>PK.SPC.SCA.2</b> Demonstrate an understanding of how personal choices impact others..
<b>Relationship Skills:</b> Use positive communication skills to interact effectively with others.
<b>PK.SPC.RS.1</b> Seek assistance and/or information when needed to complete a task.
<b>PK.SPC.RS.2</b> Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).
<b>PK.SPC.RS.3</b> Initiate play and interact positively with another child or children.
<b>PK.SPC.RS.4</b> Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.

## English Language Arts

ELDS	Kindergarten
<b>Reading Standards Key Ideas and Details – Standard #1 R.KID.1</b>	
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<b>PK.RI.KID.1</b> With modeling, prompting, and support, ask and answer questions about informational text read aloud.	<b>K.RI.KID.1</b> With prompting and support, ask and answer questions about key details in a text.
<b>PK.RL.KID.1</b> With modeling, prompting, and support, ask, and answer questions about a story read aloud.	<b>K.RL.KID.1</b> With prompting and support, ask and answer questions about key details in a text.
<b>Reading Standards Key Ideas and Details – Standard #2 R.KID.2</b>	
Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.	
<b>PK.RI.KID.2</b> With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.	<b>K.RI.KID.2</b> With prompting and support, orally identify the main topic and retell key details of a text.
<b>PK.RL.KID.2</b> With prompting and support, orally retell familiar stories including details.	<b>K.RL.KID.2</b> With prompting and support, orally retell familiar stories, including key details.
<b>Reading Standards Key Ideas and Details – Standard #3 R.KID.3</b>	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>PK.RI.KID.3</b> With prompting and support, orally identify the connection between information in a text to personal experience or other text.	<b>K.RI.KID.3</b> With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.
<b>PK.RL.KID.3</b> With prompting and support, orally identify characters, settings, and events from a familiar story.	<b>K.RL.KID.3</b> With prompting and support, orally identify characters, setting, and major events in a story.

### Reading Standards Craft and Structure – Standard #4 R.CS.4

Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**PK.RI.CS.4** With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.

**K.RI.CS.4** With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.

**PK.RL.CS.4** With prompting and support, respond to questions about the meaning of unknown words in a story.

**K.RL.CS.4** With prompting and support, answer questions about unknown words in text.

### Reading Standards Craft and Structure – Standard #5 R.CS.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**PK.RI.CS.5** Recognize various text features.

**K.RI.CS.5** Know various text features.

**PK.RL.CS.5** Recognize common types of text.

**K.RL.CS.5** Recognize common types of texts.

### Reading Standards Craft and Structure – Standard #6 R.CS.6

Assess how point of view or purpose shapes the content and style of a text.

**PK.RI.CS.6** With prompting and support, answer questions about who is presenting ideas or information in a text.

**K.RI.CS.6** With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.

**PK.RL.CS.6** With prompting and support, answer questions about who is telling a story.

**K.RL.CS.6** With prompting and support, define the role of authors and illustrators in the telling of a story.

### Reading Standards Integration of Knowledge and Ideas – Standard #7 R.IKI.7

Assess how point of view or purpose shapes the content and style of a text.

**PK.RI.IKI.7** With prompting and support, orally describe the relationship between illustrations and the text in which they appear.

**K.RI.IKI.7** With prompting and support, orally describe the relationship between illustrations and the text in which they appear.

**PK.RL.IKI.7** With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

**K.RL.IKI.7** With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

### Reading Standards Integration of Knowledge and Ideas – Standard #8 R.IKI.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

**PK.RI.IKI.8** This standard begins in Kindergarten.

**K.RI.IKI.8** With prompting and support, identify the reasons an author provides to support points in a text.

**PK.RL.IKI.8** Not applicable to literature.

**K.RL.IKI.8** Not applicable to literature.

### Reading Standards Integration of Knowledge and Ideas – Standard #9 R.IKI.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.



<b>PK.RI.IKI.9</b> With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	<b>K.RI.IKI.9</b> With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
<b>PK.RL.IKI.9</b> With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.	<b>K.RL.IKI.9</b> With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.
<b>Reading Standards Range of Reading and Level of Text Complexity – Standard #10</b> Read and comprehend complex literary and informational texts independently and proficiently.	
<b>PK.RI.RRTC.10</b> Listen and respond to informational texts of appropriate complexity for pre-K.	<b>K.RI.RRTC.10</b> With prompting and support, read informational texts of appropriate complexity for Kindergarten.
<b>PK.RL.RRTC.10</b> Listen and respond to stories and poems of appropriate complexity for pre-K.	<b>K.RL.RRTC.10</b> With prompting and support, read stories and poems of appropriate complexity for Kindergarten.
<b>Foundational Literacy Standards Print Concepts – Standard #1 FL.PC.1</b> Demonstrate understanding of the organization and basic features of print.	
<b>PK.FL.PC.1</b> Demonstrate understanding of the organization and basic features of print.	<b>K.FL.PC.1</b> Demonstrate understanding of the organization and basic features of print.
a. Handle books appropriately, right-side-up, turning pages one at a time, and front to back.	a. Follow words from left to right, top to bottom, and page-by-page.
b. Recognize that spoken words can be written and read.	b. Recognize that spoken words are represented in written language by specific sequences of letters.
c. With guidance and support, understand that words are made up of alphabet letters.	c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.
d. Recognize familiar uppercase letters and some of the most common lowercase letters.	d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.
e. Distinguish between pictures and words.	e. Distinguish between pictures and words.
<b>Foundational Literacy Standards Phonological Awareness – Standard #2 FL.PA.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<b>PK.FL.PA.2</b> Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.	<b>K.FL.PA.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Recognize and discriminate between rhyming words in spoken language.	a. Recognize and produce rhyming words.
b. Begin to pronounce and identify syllables in familiar words and words in a sentence.	b. Count, pronounce, blend, and segment syllables in spoken words.

c. Begin to blend and segment onsets and rhymes of single-syllable spoken words.	c. Blend and segment onsets and rimes of single-syllable spoken words.
d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
e. Identify whether or not two words begin or end with the same sound.	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<b>Foundational Literacy Standards Phonics and Word Recognition – Standard #3 FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	
<b>PK.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	<b>K.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.	a. Demonstrate basic knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.
b. Recognize high-frequency words by sight, including own name and other familiar words in the environment	b. Associate the long and short sounds with the common spellings for the five major vowels.
c. Begin to decode regularly spelled CVC words.	c. Read common high-frequency words by sight.
	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<b>Foundational Literacy Standards Word Composition – Standard #4 FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	
<b>PK.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words.	<b>K.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
a. Begin to recognize the difference between upper and lowercase letters.	a. Write uppercase and lowercase manuscript letters from memory.
b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).	b. Write a letter/letters for most consonant and short vowel sounds (phonemes).
	c. Represent phonemes first to last in simple words using letters (graphemes) such as “rop” for “rope.”
	d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.

**Foundational Literacy Standards Fluency – Standard #5 FL.F.5**  
Read with sufficient accuracy and fluency to support comprehension.

<b>PK.F.5</b> Interact with text to support comprehension.	<b>K.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension.
a. Use illustrations to retell story events in familiar picture books.	a. Read emergent-reader texts with purpose and understanding.

**Foundational Literacy Standards Sentence Composition – Standard #6 FL.SC.6**

Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

<b>PK.SC.6</b> Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.	<b>K.FL.SC.6</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
a. With modeling or verbal prompts, orally produce complete sentences.	a. With modeling or verbal prompts, orally produce complete sentences.
b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.	b. Follow one-to-one correspondence between voice and print when writing a sentence.
c. Use frequently occurring nouns and verbs when speaking and in shared language activities.	c. Use frequently occurring nouns and verbs when speaking and in shared language activities.
d. Form regular plural nouns when speaking and in shared language activities.	d. Form regular plural nouns when speaking and in shared language activities.
e. Understand and use question words (interrogatives) when speaking and in shared language activities.	e. Understand and use question words (interrogatives) when speaking and in shared language activities.
f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.	f. Use the most frequently occurring prepositions when speaking and in shared language activities.
g. With prompting and support, produce and expand complete sentences in shared language activities.	g. Produce and expand complete sentences in shared language activities.
h. Begin to recognize that a name begins with a capital letter.	h. Capitalize the first word in a sentence and the pronoun “I.”

	i. Recognize and name end punctuation.
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**Foundational Literacy Standards Vocabulary Acquisition – Standard #7 FL.VA.7**  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

<b>PK.FL.VA.7a</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	<b>K.FL.VA.7a</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
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<b>PK.FL.VA.7b</b> With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)	<b>K.FL.VA.7b</b> With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among verbs describing the same general action.
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<b>PK.FL.VA.7c</b> Use words and phrases acquired through conversations, being read to, and responding to texts.	<b>K.FL.VA.7c</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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**Writing Standards Text Types and Protocol – Standard #1 W.TTP.1**  
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<b>PK.W.TTP.1</b> With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.	<b>K.W.TTP.1</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.
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**Writing Standards Text Types and Protocol – Standard #2 W.TTP.2**  
Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>PK.W.TTP.2</b> With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.	<b>K.W.TTP.2</b> With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
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**Writing Standards Text Types and Protocol – Standard #3 W.TTP.3**

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**PK.W.TTP.3** With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.

**K.W.TTP.3** With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

**Writing Standards Production and Distribution of Writing – Standard #4 W.PDW.4**

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**PK.W.PDW.4** With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**K.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)

**Writing Standards Production and Distribution of Writing – Standard #5 W.PDW.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**PK.W.PDW.5** With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed.

**K.W.PDW.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Writing Standards Production and Distribution of Writing – Standard #6 W.PDW.6**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**PK.W.PDW.6** This standard begins in Kindergarten.

**K.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.

**Writing Standards Research to Build and Present Knowledge – Standard #7 W.RBPK.7**

Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

**PK.W.RBPK.7** With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.

**K.W.RBPK.7** Participate in shared research and writing projects such as reading a number of books by a favorite author and expressing opinions about them.

**Writing Standards Research to Build and Present Knowledge – Standard #8 W.RBPK.8**

Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

<b>PK.W.RBPK.8</b> With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>K.W.RBPK.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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**Writing Standards Research to Build and Present Knowledge – Standard #9 W.RBPK.9**  
Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>PK.W. RBPK.9</b> This standard begins in Grade 4.	<b>K.W.RBPK.9</b> This standard begins in Grade 4.
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**Writing Standards Range of Writing – Standard #10 W.RW.10**  
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<b>PK.W.RBPK.10</b> With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.	<b>K.W.RW.10</b> With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.
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ELDS	Kindergarten	Linking Standards
<b>Speaking and Listening Standards Comprehension and Collaboration – Standard #1 SL.CC.1</b> Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others’ ideas and expressing their own clearly and persuasively.		
<b>PK.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations across activities throughout the day.	<b>K.SL.CC.1</b> Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	FL.F.5 RL.1- 7, 9,10 RI.1-10 W.1-3, 5-8
a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.		
<b>Speaking and Listening Standards Comprehension and Collaboration – Standard #2 SL.CC.2</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.		

<p><b>PK.SL.CC.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers.</p>	<p><b>K.SL.CC.2</b> 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.</p>	<p>FL.VAC.7 Reading Cornerstone Standards 1 and 10</p>
<p align="center"><b>Speaking and Listening Standards Comprehension and Collaboration – Standard #3 SL.CC.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>		
<p><b>PK.SL.CC.3</b> With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>K.SL.CC.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>FL.7 RL.1 RI.1</p>
<p align="center"><b>Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #4 SL.PKI.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</p>		
<p><b>PK.SL.PKI.4</b> Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p>	<p><b>K.SL.PKI.4</b> Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p>	<p>RL.1, 2, 3 RI.1, 2, 3 W2-3, 4, 7</p>
<p align="center"><b>Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #5 SL.PKI.5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>		
<p><b>PK.SL.PKI.5</b> Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.</p>	<p><b>K.SL.PKI.5</b> Add drawings or other visual displays of descriptions as desired to provide additional detail.</p>	<p>RI.7, 8, 9 W.6, 8</p>
<p align="center"><b>Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #6 SL.PKI.6</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		
<p><b>PK.SL.PKI.6</b> With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.</p>	<p><b>K.SL.PKI.6</b> With guidance and support, express thoughts, feelings, and ideas through speaking.</p>	<p>FL.6 W.4-5</p>

## Mathematics

ELDS	Kindergarten
<b>Counting and Cardinality (CC): Standard A</b> Know number names and the counting sequence.	
<b>PK.CC.A.1</b> Count forward from 1 to 30.	<b>K.CC.A.1</b> Count to 100 by ones, fives, and tens. Count backward from 10.
<b>PK.CC.A.2</b> This standard begins in Kindergarten.	<b>K.CC.A.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
<b>PK.CC.A.3</b> Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).	<b>K.CC.A.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20.
<b>PK.CC.A.4</b> Begin to name numerals 0-10.	
<b>Counting and Cardinality (CC): Standard B</b> Count to tell the number of objects.	
<b>PK.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.	<b>K.CC.B.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.
a. When counting objects, say the number names in the standard order, using one-to-one correspondence.	a. When counting objects, say the number names in the standard order, using one-to-one correspondence.
b. Understand that the last number name said tells the number of objects counted.	b. Recognize 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.
c. Recognize that one more object added to a group of objects changes the quantity as a whole.	c. Recognize that each successive number name refers to a quantity that is one greater.
<b>PK.CC.B.5</b> Understand that a number represents a corresponding quantity.	<b>K.CC.B.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects.
a. Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).	
b. Given a number from 1-10, count out that many objects.	



c. With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle.	
d. With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration.	
<b>Counting and Cardinality (CC): Standard C</b> Compare numbers.	
<b>PK.CC.C.6</b> Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.	<b>K.CC.C.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
<b>PK.CC.C.7</b> This standard begins in Kindergarten	<b>K.CC.C.7</b> Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or equal to.
<b>Operations and Algebraic Thinking (OA): Standard A</b> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
<b>PK.OA.A.1</b> With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	<b>K.OA.A.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
<b>PK.OA.A.2</b> With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).	<b>K.OA.A.2</b> Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem.
<b>PK.OA.A.3</b> Compose and decompose numbers to 5, in more than one way, by using objects or drawings.	<b>K.OA.A.3</b> Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ) by using objects or drawings. Record each decomposition using a drawing or writing an equation.
<b>PK.OA.A.4</b> Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.	<b>K.OA.A.4</b> Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record the answer using a drawing or writing an equation.
<b>PK.OA.A.5</b> This standard begins in Kindergarten.	<b>K.OA.A.5</b> Fluently add and subtract within 10 using mental strategies.
<b>Number and Operations in Base Ten (NBT): Standard A</b> Work with numbers 11-19 to gain foundations for place value.	

<b>PK.NBT.A.1</b> This standard begins in Kindergarten.	<b>K.NBT.A.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation.
<b>Measurement and Data (MD): Standard A</b> Describe and compare measurable attributes.	
<b>PK.MD.A.1</b> Describe measurable attributes of a single object, such as length, width, height.	<b>K.MD.A.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<b>PK.MD.A.2</b> Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.).	<b>K.MD.A.2</b> 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 (i.e. heavier/lighter, longer/shorter, etc.).
<b>Measurement and Data (MD): Standard B</b> Work with money.	
<b>PK.MD.B.3</b> Begin to recognize currency and its purpose.	<b>K.MD.B.3</b> Identify the penny, nickel, dime, and quarter and recognize the value of each.
<b>Measurement and Data (MD): Standard C</b> Classify objects and count the number of objects in each category.	
<b>PK.MD.C.4</b> Sort a collection of objects into given categories using more than one attribute.	<b>K.MD.C.4</b> Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size.
<b>Geometry: Standard A</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
<b>PK.G.A.1</b> Begin to use relative position words in appropriate context, such as above, below, beside, and between.	<b>K.G.A.1</b> Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to.
<b>PK.G.A.2</b> Correctly name some two-dimensional shapes.	<b>K.G.A.2</b> Correctly name shapes regardless of their orientations or overall size.
<b>PK.G.A.3</b> Begin to explore shapes as two-dimensional or three-dimensional.	<b>K.G.A.3</b> Identify shapes as two-dimensional or three-dimensional.
<b>PK.G.A.4</b> Begin to describe objects in the environment using names of shapes.	
<b>Geometry: Standard B</b> Analyze, compare, create, and compose shapes.	

<b>PK.G.B.4</b> Describe similarities and differences between two-dimensional shapes.	<b>K.G.B.4</b> Describe similarities and differences between two- and three-dimensional shapes, in different sizes and orientations.
<b>PK.G.B.5</b> Model shapes in the world by building and drawing shapes.	<b>K.G.B.5</b> Model shapes in the world by building and drawing shapes.
<b>PK.G.B.6</b> Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.	<b>K.G.B.6</b> Compose larger shapes using simple shapes and identify smaller shapes within a larger shape.

## Science

ELDS	Kindergarten
<b>Physical Science (PS):</b> Matter and its interactions.	
<b>PK.PS1.01a.</b> Describe and categorize objects based on their observable properties.	<b>K.PSI.01a.</b> Plan and conduct an investigation to describe and classify different kinds of materials including wood, plastic, metal, cloth, and paper by their observable properties (color, texture, hardness, and flexibility) and whether they are natural or human-made.
b. Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment.	b. Conduct investigations to understand that matter can exist in different states (solid and liquid) and has properties that can be observed and tested.
c. Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag).	c. Construct an evidence-based account of how an object made of a small set of pieces (blocks, snap cubes) can be disassembled and made into a new object.
d. Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.	
<b>Life Science (LS):</b> From molecules to organisms: structures and processes.	
<b>PK.LS1.01 a.</b> Identify common attributes of familiar living things.	<b>K.LS1.01a.</b> Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gasses).
b. Recognize differences between living organisms and non-living materials.	b. Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes.

c. Recognize and describe the function of the five senses of humans.	c. Explain how humans use their five senses in making scientific findings.
<b>Earth Science (ESS2):</b> Earth systems. Note: Earth Science (ESS1): Earth's place in the universe begins in Kindergarten.	
<b>PK.ESS2.01</b> a. Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water).	<b>K.ESS2.01</b> a. Analyze and interpret weather data (e.g., precipitation, wind, temperature, cloud cover) to describe weather patterns that occur over time (e.g., hourly, daily) using simple graphs, pictorial weather symbols, and tools (e.g., thermometer, rain gauge).
b. Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.).	b. Develop and use models to predict weather and identify patterns in spring, summer, fall/autumn, and winter.
<b>Earth Science (ESS3)</b> Earth and human activity.	
<b>PK.ESS3.01</b> a. Observe, describe, and compare the habitats of plants and animals.	<b>K.ESS3.01</b> a. Use a model to represent the relationship between the basic needs (shelter, food, water) of different plants and animals (including humans) and the places they live.
b. Observe and discuss how humans and animals respond to changes in weather.	b. Explain the purpose of weather forecasting to prepare for, and respond to, severe weather in Tennessee.
c. Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.).	c. Communicate solutions that will reduce the impact from humans on land, water, air, and other living things in the local environment.
<b>Engineering, Technology and Science (ETS1):</b> Engineering design.	
<b>PK.ETS1.01</b> a. Use senses to gather, explore, and interpret information.	<b>K.ETS1.01</b> a. Ask and answer questions about the scientific world and gather information using the senses.
b. With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations.	b. Describe objects accurately by drawing and/or labeling pictures.
c. Make predictions based on observations and prior explorations.	
<b>Engineering, Technology and Science (ETS2):</b> Links among engineering, technology, science, and society.	

<b>PK.ETS2.01a.</b> Recognize that tools have specific characteristics that determine their use.	<b>K.ETS2.01a.</b> Use appropriate tools (e.g., magnifying glass, rain gauge, basic balance scale) to make observations and answer testable scientific questions.
b. Explore familiar environments through the use of simple tools.	

## Social Studies

<b>ELDS</b>	<b>Kindergarten</b>
<b>Culture</b>	
Students will explore different traditions, customs, and cultures within their families, schools, and communities.	
<b>PK.01</b> In conversation, describe familiar people, places, things, and events, with reference to a student’s home and school.	<b>K.01</b> Describe familiar people, places, things, and events within a student’s home, school, and community.
<b>PK.02</b> Begin to recognize similarities and differences between family customs and cultures.	<b>K.02</b> Compare and contrast family traditions and customs, including food, clothing, homes, and games.
<b>Economics</b>	
Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money.	
<b>PK.03</b> Begin to distinguish between wants and needs.	<b>K.03</b> Distinguish between wants and needs.
<b>PK.04</b> Identify how the basic human needs of food, clothing, shelter, and transportation are met.	<b>K.04</b> Identify and explain how basic human needs of food, clothing, shelter, and transportation are met.
<b>PK.05</b> Begin to recognize money and its uses.	<b>K.05</b> Explain the benefits of saving money.
<b>PK.06</b> Identify different types of jobs, including work done in the home, school, and community.	<b>K.06</b> Recognize and describe different types of jobs, including work done in the home, school, and community.
<b>PK.07</b> Give examples of how people exchange goods and use money to acquire wants and needs.	<b>K.07</b> Give examples of how people use money to make purchases.
<b>Geography</b>	
Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.	
<b>PK.08</b> Use directions such as up, down, in front, and behind.	<b>K.08</b> Use personal directions such as up, down, near, far, left, right, in front of, and behind.

<b>PK.09</b> Identify what a map represents.	<b>K.09</b> Explain what a map and globe represent.
<b>PK.10</b> Understand how roads help people get around, and how they are used to organize locations within a city.	<b>K.10</b> Recall the student's and/or school's street address, city/town, and state.
<b>Government and Civics</b>	
Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols.	
<b>PK.11</b> Give examples of people who are authority figures.	<b>K.11</b> Give examples of the following concepts: authority, fairness, responsibility, and rules.
<b>PK.12</b> Recognize shapes found on flags and identify the American flag.	<b>K.12</b> Identify the following state and national symbols: American flag, Tennessee flag, and the words of the Pledge of Allegiance.
<b>PK.13</b> Begin to recognize the name and role of the current President of the United States.	<b>K.13</b> Recognize and name the current President of the United States.
<b>PK.14</b> Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.	<b>K.14</b> Explain that the President is the leader of the United States.
<b>PK.15</b> Identify the need for rules.	<b>K.15</b> Describe roles of authority figures in the home, school, and community, including: caregivers, teachers, school principal, police officers, and fire/rescue workers.
<b>PK.16</b> This standard begins in Kindergarten.	<b>K.16</b> Explain the purpose of rules and laws.
<b>History</b>	
Students will understand the chronological organization of history and the importance of holidays.	
<b>PK.17</b> Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday.	<b>K.17</b> Use correct words and phrases related to chronology and time, including: Now, long ago, before, after, morning, afternoon, night, today, tomorrow, and yesterday.
<b>K.18</b> This standard begins in Kindergarten.	<b>K.18</b> Identify days of the week and months of the year.
<b>K.19</b> This standard begins in Kindergarten.	<b>K.19</b> Locate and describe events on a calendar, including: birthdays, holidays, cultural events, and school events.
<b>K.20</b> This standard begins in Kindergarten.	<b>K.20</b> Identify and discuss the following holidays, and analyze why we celebrate them: Martin Luther King, Jr. Day, Presidents' Day, Independence Day, Thanksgiving, and Veterans Day.

## Creative Arts

<b>Visual Arts</b> Express self and represent what the student knows, thinks, believes, and feels through visual arts.
<b>PK.CA.1.</b> Experiment with a variety of media and art materials for tactile experience and exploration.
<b>PK.CA.2</b> Create artistic works with intent and purpose using varying tools, texture, color, and technique.
<b>PK.CA.3</b> Present and respond to visual art created by self and others.
<b>Music</b> Express self by engaging in musical activities.
<b>PK.CA.4.</b> Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.
<b>PK.CA.5.</b> Create and perform using voice, traditional instruments, and/or non-traditional instruments.
<b>Creative Movement &amp; Dance</b>
<b>PK.CA.6.</b> Respond to feelings through dance or creative movement.
<b>PK.CA.7.</b> Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props').
<b>Theatre/Dramatic Play</b>
<b>PK.CA.8.</b> Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.
<b>PK.CA.9.</b> Respond and react to theatre and drama presentations.
<b>Cultural Differences</b>
<b>PK.CA.10.</b> Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.

## Physical Development

<b>Sensorimotor</b> Use senses to assist and guide learning; using sensory information to plan and carry out movements.
<b>PK.PD.1.</b> Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.

<b>PK.PD.2.</b> Demonstrate awareness of spatial boundaries and the ability to work and move within them.
<b>Gross Motor</b> Demonstrate coordination and control of large muscles.
<b>PK.PD.3.</b> Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).
<b>PK.PD.4.</b> Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).
<b>Fine Motor</b> Demonstrate eye-hand coordination and dexterity needed to manipulate objects.
<b>PK.PD.5.</b> Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).
<b>PK.PD.6.</b> 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).
<b>Personal Health &amp; Safety</b>
<b>PK.PD.7.</b> Demonstrate personal care and hygiene skills.
<b>PK.PD.8.</b> Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).
<b>PK.PD.9.</b> Demonstrate awareness and understanding of safety rules.