



Revised Tennessee Early Learning Developmental Standards for Four Year-Olds



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Opening Remarks...

As Tennessee moves forward with the adoption of the Common Core State Standards for Reading/English Language Arts and Mathematics, it is imperative to revise and align the *TN Early Learning Developmental Standards* for four year olds with the Common Core State Standards. These revised standards provide a framework to support the work of teachers, caregivers and families who plan and provide learning experiences for these children. When everyone is working from the same framework, all children have an opportunity to be successful and to enter school ready to learn for a lifetime. The Department of Education and others will continue to provide additional information and professional development to best support the implementation of these standards.



“Every child needs one person who is crazy about him (*or her*).”
Uri Bronfenbrenner

Several key resources were considered in revising these standards:

- Tennessee Early Learning Developmental Standards (2004)
- Early learning standards from states nationally recognized for their standards
- Head Start Child Development and Early Learning Framework (2011)
- National Association for the Education of Young Children
- Common Core State Standards for Kindergarten

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Guiding Principles for the Revised Tennessee Early Learning Developmental Standards:

- ❖ **All children are capable of learning, achieving and making developmental progress.**
 - The Early Learning Standards are intended for all children regardless of economic, linguistic, and cultural differences and/or physical, learning, and emotional challenges.
- ❖ **Children develop at different rates and each child is unique in his/her own development, growth and acquisition of skills.**
 - Individualized, appropriate and reasonable supports and accommodation must be provided to close the achievement gap and promote school readiness for all children.
- ❖ **Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.**
- ❖ **Children are active and eager learners.**
 - A primary approach to learning is through purposeful, meaningful play. Intentional planning promotes rich learning experiences that invite participation, involve multiple contexts, and engage the senses which help children explore their environment.
- ❖ **Development advances when children have opportunities to practice newly acquired skills as well as, when they experience a challenge just beyond the level of their present mastery (zone of proximal development).**
- ❖ **Early learning and development are multi-dimensional.**
 - Children's learning is integrated and occurs simultaneously across all developmental domains, which are interrelated and interactive with one another.
- ❖ **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.**
- ❖ **Executive Function (or self-regulation) is vital for children's growth and development and strongly correlates with positive academic outcomes.**
 - High quality early childhood experiences enhance and expand optimal brain development.
- ❖ **The family is the most significant contributor to children's lifelong learning and development.**
 - Engaging families in the early education of their children is essential to continuing children's success in the elementary classroom and later learning.

The Revised TN Early Learning Developmental Standards provide:

A **resource** for guiding the design, selection and implementation of a high quality curriculum

A **guide for planning meaningful experiences** and instructional activities which enable children to meet the standards

A **guide for selecting assessment tools** appropriate for children with differing abilities and challenges

A **framework of developmental milestones for all children** regardless of language, background, or diverse needs

A **framework of learning expectations to develop and nurture the relationship between early learning and K-12** so all schools are ready for children and children are ready for school

A **focus for discussions** regarding the education of young children by educators, policy makers, families and community members

A **template for planning professional development** opportunities

Note: The Revised TN Early Learning Developmental Standards are not...

- Intended to be used as a checklist, but can inform the development or selection of screening
- Intended to be used as an assessment tool
- Intended to be used as a curriculum
- Meant to exclude children from kindergarten
- Meant to stifle the creativity of teachers, caregivers or parents
- Intended to mandate specific teaching practices and/or materials



“Alone we can do so little; together we can do so much.” Helen Keller

Commonly Used Common Core Verbs for Kindergarten & Pre-K

Definitions from Wordsmyth.com—Children’s Dictionary

The following lists of verbs are found in the Four Year-Old TN-ELDS, the Kindergarten Common Core State Standards, or both. Understanding the meanings of these words will better support understanding of the Standards.

Bloom’s Taxonomy:

Low--Remember & Understand Middle--Apply & Analyze High--Evaluate & Create

Listing of Verbs & Intended Meanings — *Four year-old Standards Only:*

- **Associate** – to connect with something else in one’s mind
- **Aware or awareness of** – knowing or careful
- **Begin** – to do the first step in a process; start
- **Create** – to bring into being; to cause, produce
- **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
- **Express** – to show or make known; to tell the thoughts or feelings
- **Initiate** – to cause to begin; start; originate
- **Observe** – to notice or see; to watch closely; make a careful observation
- **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
- **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 otherwise
- **Select** – to choose; pick
- **Sustain** – to keep (something) going or existing

Listing of Verbs & Intended Meanings — *Four year-old & Kindergarten Standards:*

- **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
- **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
- **Distinguish** – to tell apart by seeing differences; to see or hear in a clear way
- **Engage** – to get or use the service of; committed and involved
- **Explore** – to understand by carefully examining
- **Identify** – to figure out or show who someone is or what something is; to connect or associate
- **Participate** – to take part; share (usually followed by “in”)
- **Recognize** – to identify from an earlier experience; to understand
- **Retell** – to tell again, e.g., a story of account
- **Understand** - to get the meaning, nature, or importance of
- **Use** – to bring into service

Listing of Verbs & Intended Meanings — *Kindergarten Standards Only:*

- **Apply** – to make use of or put to use
- **Analyze** – to separate into parts for close study; examine and explain
- **Compose** – to create or write
- **Confirm** – to prove or show to be true; to make certain or definite
- **Decompose** – to break down into component elements
- **Determine** – to conclude after studying or watching; to decide or settle finally and without question
- **Produce** - to bring into being; to make or manufacture
- **Record** – to put in writing, or some other form as evidence
- **Represent** – to stand for or be a sign of; to show or picture in a work of art
- **Solve** – to find or figure out an answer to

English Language Arts Instructional Shifts

<p>1. Building knowledge through content-rich nonfiction and informational texts</p>	<p>The standards address reading and writing across-the-curriculum which complement the content of the standards in history/social studies, science, and technical subjects, thus offering new grounding in informational text and placing a premium on students building knowledge from that reading. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. The K-5 standards also strongly recommend students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional.</p> <p>Part of the motivation behind the interdisciplinary approach to literacy in the standards is the established need that most required reading in college and workforce training programs is informational in structure and challenging in content.</p>
<p>2. Reading and writing grounded in evidence from text</p>	<p>Shifting away from today’s emphasis on narrative writing (in response to de-contextualized prompts), the standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer from their prior knowledge or experience, the standards expect students to answer questions which depend on their having actually read the text.</p> <p>Likewise, the reading standards focus on students’ ability to read closely and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require no information from outside the text, but instead require inferences based on careful attention to the text.</p>
<p>3. Regular practice with complex text and its academic vocabulary</p>	<p>Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity — and inextricably connected to reading comprehension — is a focus on academic vocabulary: words which appear in a variety of content areas (such as ignite and commit).</p>

Source: Student Achievement Partners

Math Instructional Shifts

<p>1. Focus strongly where the Standards focus</p>	<p>Rather than racing to cover everything in today’s mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on only those concepts which are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.</p>
<p>2. Coherence: think across grades, and link to major topics within grades</p>	<p>Thinking across grades: Instead of treating math in each grade as a series of disconnected topics, principals and teachers carefully connect the learning within and across grades so, for example, fractions or multiplication develop across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.</p> <p>Linking to major topics: Instead of allowing less important topics to detract from the focus of the grade, these topics are taught in relation to the grade level focus. For example, data displays are not an end in and of themselves but are always presented along with grade-level word problems.</p>
<p>3. Rigor: require conceptual understanding, procedural skill and fluency, and application with intensity.</p>	<p>Conceptual understanding: Teachers teach more than “how to get the answer” and support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by solving short conceptual problems, applying math in new situations, and speaking about their understanding.</p> <p>Procedural skill and fluency: Students are expected to have speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as multiplication facts so that students are able to understand and manipulate more complex concepts.</p> <p>Application: Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.</p>

Source: Student Achievement Partners

'Unpacking' the Standards — Steps Toward Effective Implementation

1. Write the learning standard
2. Identify what the children need to know – (Knowledge / Concepts) – List the nouns and noun phrases
3. Identify what the children need to do – List the verbs and verb phrases
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?
6. Determine the 'I Can' statements – One for each – Laying a foundation, Mastery, and Going Beyond
7. Ideally, illustrate these statements for the learner

Teacher Visual Example

W.PK.2 With modeling and support, use a combination of drawing, dictating, and emergent writing to express a preference, opinion or idea about a specific topic or text.



**Revised TN-ELDS Four year-old
Approaches to Learning (AL.PK)**

With eagerness and curiosity actively engage in play as means of exploration & learning

AL.PK.1. Independently interact with a variety of materials through multiple play activities.

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).

AL.PK.3. Demonstrate an awareness of connection between prior and new knowledge.

Approach tasks and activities with flexibility and inventiveness

AL.PK.4. Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play.

AL.PK.5. Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).

AL.PK.6. Demonstrate a willingness to engage in new experiences and activities.

Actively engage in problem solving

AL.PK.7. Identify a problem and attempt multiple ways to solve it, with or without assistance.

AL.PK.8. Demonstrate a willingness to collaborate with others to solve a problem.

Demonstrate Persistence

AL.PK.9. Maintain focus appropriate to completing task and/or learning activity.

AL.PK.10. Seek assistance and/or information when needed to complete a task.

**Revised TN-ELDS Four year-old
Social Emotional (SE.PK)**

Self-Concept

SE.PK.1. Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).

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.

SE.PK.3. Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.

Relationship with Adults

SE.PK.4. Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).

SE.PK.5. Seek and accept guidance from primary caregivers, teachers, and other familiar adults.

Relationship with Peers - develop positive relationships with peers

SE.PK.6. Initiate play and interact positively with another child or children.

SE.PK.7. 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.

SE.PK.8. Show empathy and caring for others.

Regulate own response to needs, feelings, and events

SE.PK.9. Express feelings, needs, opinions, and desires in a way which is appropriate to the situation

SE.PK.10. Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.

SE.PK.11. 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.

Understand and follow rules and routines

SE.PK.12. Demonstrate an understanding of rules through actions and conversations.

SE.PK.13. Engage easily in routine activities (e.g., large group, small group, center time).

SE.PK.14. Use materials purposefully, safely, and respectfully as set by group rules.

The Tennessee Health Education Kindergarten Standards address Emotional, Social and Mental Health:

Standard 8- The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.

English Language Arts Instructional Shifts

<p>1. Building knowledge through content-rich nonfiction and informational texts</p>	<p>The standards address reading and writing across-the-curriculum which complement the content of the standards in history/social studies, science, and technical subjects, thus offering new grounding in informational text and placing a premium on students building knowledge from that reading. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. The K-5 standards also strongly recommend students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional.</p> <p>Part of the motivation behind the interdisciplinary approach to literacy in the standards is the established need that most required reading in college and workforce training programs is informational in structure and challenging in content.</p>
<p>2. Reading and writing grounded in evidence from text</p>	<p>Shifting away from today’s emphasis on narrative writing (in response to de-contextualized prompts), the standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer from their prior knowledge or experience, the standards expect students to answer questions which depend on their having actually read the text.</p> <p>Likewise, the reading standards focus on students’ ability to read closely and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require no information from outside the text, but instead require inferences based on careful attention to the text.</p>
<p>3. Regular practice with complex text and its academic vocabulary</p>	<p>Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The standards build a staircase of text complexity so all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity — and inextricably connected to reading comprehension — is a focus on academic vocabulary: words which appear in a variety of content areas (such as ignite and commit).</p>

Source: Student Achievement Partners

Revised TN-ELDS Four year-old Reading Informational Text (RI.PK)	Common Core Kindergarten Reading Informational Text (RI.K)
<i>Key Ideas and Detail</i>	<i>Key Ideas and Detail</i>
RI.PK.1. With modeling and support, ask and answer questions about informational text.	RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.PK.2. With modeling and support, recall important age appropriate facts from informational text by engaging in meaningful discussions and activities.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
RI.PK.3. With guidance and support, relate informational text to personal experience or other text.	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<i>Craft and Structure</i>	<i>Craft and Structure</i>
RI.PK.4. Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words found in informational text.	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
RI.PK.5. Identify that the title of the book is found on the front cover.	RI.K.5. Identify the front cover, back cover, and title page of a book.
RI.PK.6. With guidance and support, identify the role of the author and the illustrator.	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.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings or to predict events in the text.	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).
<i>Integration of Knowledge and Ideas</i>	<i>Integration of Knowledge and Ideas</i>
RI.PK.8. (Begins in Kindergarten)	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
RI.PK.9. With guidance and support, explore and identify the similarities and differences between books on the same topic.	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).
<i>Range of Reading and Text Complexity</i>	<i>Range of Reading and Text Complexity</i>
RI.PK.10. Actively listen and participate in small and large group activities when informational text is read aloud or discussed.	RI.K.10. Actively engage in group reading activities with purpose and understanding.

Revised TN ELDS Four year-old Reading Literature (RL.PK)	Common Core Kindergarten Reading Literature (RL.K)
<i>Key Ideas and Detail</i>	<i>Key Ideas and Details</i>
RL.PK.1. With modeling and support, ask, and answer (respond to) questions about text read aloud.	RL.K.1. With prompting and support, ask and answer questions about key details in a text.
RL.PK.2. With guidance and support, recall important facts to retell a familiar story in sequence.	RL.K.2. With guidance and support, retell familiar stories, including key details.
RL.PK.3. With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme.	RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
<i>Craft and Structure</i>	<i>Craft and Structure</i>
RL.PK.4. Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words related to text.	RL.K.4. Ask and answer questions about unknown words in a text.
RL.PK.5. Participate in listening to common types of text (e.g., storybooks, nursery rhymes, and poetry).	RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
RL.PK.6. With guidance and support identify the role of the author and the illustrator.	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.
<i>Integration of Knowledge and Ideas</i>	<i>Integration of Knowledge and Ideas</i>
RL.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings, or predict events in the story.	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.8. (Not applicable to literature)	RL.K.8. (Not applicable to literature)
RL.PK.9. With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences.	RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<i>Range of Reading and Text Complexity</i>	<i>Range of Reading and Text Complexity</i>
RL.PK.10. Actively listen and participate in small and large group activities when literature is read aloud or discussed.	RL.K.10. Actively engage in group reading activities with purpose and understanding.

Revised TN ELDS Four year-old Reading Foundational Skills (RF.PK)	Common Core Kindergarten Reading Foundational Skills (RF.K)
<i>Print Concepts</i>	<i>Print Concepts</i>
RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures.	RF.K.1. Demonstrate understanding of the organization and basic features of print.
RF.PK.1a. Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back.	RF.K.1a. Follow words from left to right, top to bottom, and page by page.
RF.PK.1b. Recognize spoken words can be written and read.	RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.
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 in order to create words that can be read.	RF.K.1c. Understand that words are separated by spaces in print.
RF.PK.1d. Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters.	RF.K.1d. Recognize and name all upper- and lowercase letters of the alphabet.
<i>Phonological Awareness</i>	<i>Phonological Awareness</i>
RF.PK.2. Demonstrate increasing understanding of spoken words, syllables, and sounds.	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.PK.2a. Recognize and discriminate rhyming words in spoken language.	RF.K.2a. Recognize and produce rhyming words.
RF.PK.2b. Participate in oral activities to introduce counting syllables in familiar words and words in a sentence.	RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words.
RF.PK.2c. (Begins in Kindergarten or when individual child is ready)	RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words.
RF.PK.2d. (Begins in Kindergarten or when individual child is ready)	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/.)
RF.PK.2e. With guidance and support, identify whether or not two words begin with the same sound.	RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Revised TN ELDS Four year-old Reading Foundational Skills (RF.PK)	Common Core Kindergarten Reading Foundational Skills (RF.K)
<i>Phonics and Word Recognition</i>	<i>Phonics and Word Recognition</i>
<p>RF.PK.3. Demonstrate word awareness by identifying familiar words in books and the environment and begin making connection that letters in words make sounds.</p>	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>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.</p>	<p>RF.K.3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p>
<p>RF.PK.3b. (Begins in Kindergarten or when individual child is ready)</p>	<p>RF.K.3b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>
<p>RF.PK.3c. Recognize own name in print and some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).</p>	<p>RF.K.3c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>
<p>RF.PK.3d. With guidance and support, discriminate between words with the same and different first letter sounds.</p>	<p>RF.K.3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<i>Fluency</i>	<i>Fluency</i>
<p>RF.PK.4. Demonstrate awareness that books carry a message. Can retell the story events and overall theme in familiar picture books, by using illustrations (observing and discussing) to support "reading" the words in the text.</p>	<p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p>

Revised TN ELDS Four year-old Writing (W.PK)	Common Core Kindergarten Writing (W.K)
<i>Text Types and Purposes</i>	<i>Text Types and Purposes</i>
W.PK.1. With modeling and support, use a combination of drawing, dictating, and emergent writing to express a preference, opinion or idea about a specific topic or text.	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.2. With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text.	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.3. With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events.	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.
<i>Production and Distribution of Writing</i>	<i>Production and Distribution of Writing</i>
W.PK.4. (Begins in Grade 3)	W.K.4. (Begins in grade 3)
W.PK.5. (Begins in Kindergarten or when individual child is ready).	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.6. With guidance and support, explore a variety of digital tools (e.g., computers, smart board and tables, iPads, phones), to convert oral messages and ideas into words and/or pictures.	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.
<i>Research to Build and Present Knowledge</i>	<i>Research to Build and Present Knowledge</i>
W.PK.7. With guidance and support, participate in shared writing projects (e.g., explore several books by one author and express opinions about them through activities such as dictated writing or drawing).	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.8. With guidance and support, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question.	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.9. (Begins in grade 4)	W.K.9. (Begins in grade 4)
W.PK.10. (Begins in grade 3)	W.K.10. (Begins in grade 3)

Revised TN ELDS Four year-old Speaking and Listening (SL.PK)	Common Core Kindergarten Speaking and Listening (SL.K)
<i>Comprehension and Collaboration</i>	<i>Comprehension and Collaboration</i>
<p>SL.PK.1. Participate in collaborative conversations which include book reading and theme-related vocabulary, with adults and other children during transitions and routine daily activities, including free play.</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p>
<p>SL.PK.1a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, actively listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer).</p>	<p>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).</p>
<p>SL.PK.1b. Engage in an extended conversation, striving for five verbal exchanges between adult and child.</p>	<p>SL.K.1.b Continue a conversation through multiple exchanges.</p>
<p>SL.PK.2. Demonstrate the ability to recall information for short periods of time and retell, act out, or represent information from a familiar 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).</p>	<p>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.</p>
<p>SL.PK.3. With modeling and guidance, ask and answer questions in order to seek help, get information, or clarify something which is not understood.</p>	<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<i>Presentation of Knowledge & Ideas</i>	<i>Presentation of Knowledge & Ideas</i>
<p>SL.PK.4. Actively participate in conversations to tell or talk about familiar people, places, things and events, and with prompting and support, add additional details that help enrich and extend the conversation.</p>	<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>SL.PK.5. Create representations and extensions of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials) and discuss them with others.</p>	<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p>SL.PK.6. Speak clearly and audibly to express thoughts, feelings, and ideas.</p>	<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>SL.PK.6a. English Learner students use home language as well as English language through prompting and support.</p>	<p>No corresponding Common Core State Standard.</p>

Revised TN ELDS Four year-old Language (L.PK)	Common Core Kindergarten Language (L.K)
<i>Conventions of Standard English</i>	<i>Conventions of Standard English</i>
L.PK.1. Through adult modeling, guidance and support, use complete sentences to express a thought or idea.	L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.PK.1a. With modeling and support print some upper and lowercase letters (letters may not be of conventional size or shape).	L.K.1a. Print many upper- and lowercase letters.
L.PK.1b. With modeling and support, use frequently occurring (often theme-based) vocabulary words.	L.K.1b. Use frequently occurring nouns and verbs.
L.PK.1c. With modeling and support, use the plural form of regular nouns in oral communication.	L.K.1c. Form regular plural nouns orally by adding /s/ or /as/ (e.g., dog, dogs; wish, wishes).
L.PK.1d. With guidance and support, use question words (e.g., <i>who, what, where, when, why, how</i>) to gather information.	L.K.1d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
L.PK.1e. Appropriately use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	L.K.1e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
L.PK.1f. With scaffolding and specific feedback from adults, participate in shared language activities and use increasingly complex and varied spoken vocabulary.	L.K.1f. Produce and expand complete sentences in shared language activities.
L.PK.2. Use some letters to represent ideas and inconsistently use conventions of standard English capitalization and punctuation.	L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.PK.2a. Show awareness of the difference between upper and lower case letters.	L.K.2a. Capitalize the first word in a sentence and the pronoun <i>I</i> .
L.PK.2b. (Begins in Kindergarten)	L.K.2b. Recognize and name end punctuation.
L.PK.2c. Show awareness of conventional letter-sound relationships through use of invented spelling in writing.	L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.PK.2d. With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.	L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Revised TN ELDS Four year-old Language (L.PK)	Common Core Kindergarten Language (L.K)
Knowledge of Language	Knowledge of Language
L.PK.3. (Begins in grade 2)	L.K.3. (Begins in grade 2)
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use
L.PK.4. With guidance and support, ask or answer questions about the meaning of new and unfamiliar words and phrases introduced through current themes and related books, activities, and play.	L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.PK.4a. Recognize that some words have more than one meaning as used in a conversation or as found in a book (i.e., bank, a <i>place to keep money</i> , and bank <i>the edge of a river</i>).	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.4b. (Begins in Kindergarten)	L.K.4b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -full, -less</i>) as a clue to the meaning of an unknown word.
L.PK.5. With guidance and support, explore the meaning of unfamiliar words found from themes, books and conversations and incorporate them into everyday vocabulary.	L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
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).	L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.PK.5b. Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed).	L.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.PK.5c. Make meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table and cot/bed).	L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.PK.5d. With guidance and support, describe and demonstrate the different meaning of similar verbs used in daily conversations and across activities (e.g., talk/chat, whisper/yell).	L.K.5d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
L.PK.6. Frequently use the vocabulary words and phrases acquired through conversations and listening to books read aloud.	L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Math Instructional Shifts

<p>1. Focus strongly where the Standards focus</p>	<p>Rather than racing to cover everything in today’s mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on only those concepts which are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.</p>
<p>2. Coherence: think across grades, and link to major topics within grades</p>	<p>Thinking across grades: Instead of treating math in each grade as a series of disconnected topics, principals and teachers carefully connect the learning within and across grades so, for example, fractions or multiplication develop across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.</p> <p>Linking to major topics: Instead of allowing less important topics to detract from the focus of the grade, these topics are taught in relation to the grade level focus. For example, data displays are not an end in and of themselves but are always presented along with grade-level word problems.</p>
<p>3. Rigor: require conceptual understanding, procedural skill and fluency, and application with intensity.</p>	<p>Conceptual understanding: Teachers teach more than “how to get the answer” and support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by solving short conceptual problems, applying math in new situations, and speaking about their understanding.</p> <p>Procedural skill and fluency: Students are expected to have speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as multiplication facts so that students are able to understand and manipulate more complex concepts.</p> <p>Application: Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.</p>

Source: Student Achievement Partners

Standards for Mathematical Practice

The Standards for Mathematical Practice describe the attributes of mathematically proficient students. These standards don't just describe how students should use mathematics: they also provide a vehicle through which students engage with and learn mathematics.

As students move from elementary school through high school the Standards for Mathematical Practice remain the same. What changes is the way these standards look as students engage with and master new and more advanced mathematical ideas. The Standards for Mathematical Practice must be taught as carefully and practiced as intentionally as the Standards for Mathematical Content. Neither should be isolated from the other; impactful mathematics instruction occurs when these two halves of the CCSSM come together in a powerful whole.

The Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Revised TN-ELDS Four year-old Mathematics (PK)	Common Core Kindergarten Mathematics (K)
<i>Counting and Cardinality (PK.CC)</i>	<i>Counting and Cardinality (K.CC)</i>
<i>Know number names and the count sequence</i>	<i>Know number names and the count sequence</i>
PK.CC.1. Listen to and say the names of numbers in many contexts.	K.CC.1. Count to 100 by ones and by tens.
PK.CC.2. Verbally count forward in sequence from 1 – 30.	K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
PK.CC.3. Understand the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing- the ability to look at a quantity and say the quantity (1-4) quickly...just by looking).	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).
<i>Count to tell the number of objects</i>	<i>Count to tell the number of objects</i>
PK.CC.4. Understand the relationship between numbers and quantities with concrete objects up to 10.	K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
PK.CC.4a. Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration.	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.4b. Understand that the last number name said tells the number of objects counted, up to ten.	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.4c. (Begins in Kindergarten or when individual child is ready)	K.CC.4c. Understand that each successive number name refers to a quantity that is one larger.
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 5 things in a scattered configuration; given a number from 1-10, count out that many objects.	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.
<i>Compare numbers</i>	<i>Compare Numbers</i>
PK.CC.6. Use comparative language, such as <i>more/less than or equal to</i> , to compare and describe collections of objects by matching.	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.7. (Begins in Kindergarten or when individual child is ready)	K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.

Revised TN-ELDS Four year-old Mathematics Standards (PK)	Common Core Kindergarten Mathematics Standards (K)
<i>Operations and Algebraic Thinking (PK.OA)</i>	<i>Operations and Algebraic Thinking (K.OA)</i>
<i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</i>	<i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</i>
PK.OA.1. Represent real-world addition (putting together), and subtraction (taking from) problems up through five with concrete objects or by acting out situations.	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.2. Solve addition and subtraction problems using objects for problems up through five.	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.3. Compose and decompose numbers to five by using objects or drawings (may be an extension activity after reading a book).	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.4. (Begins in Kindergarten or when individual child is ready)	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.5. (Begins in Kindergarten or when individual child is ready)	K.OA.5. Fluently add and subtract within 5.
Number and Operations in Base Ten (Begins in Kindergarten)	Number and Operations in Base Ten (Begins in Kindergarten)

Revised TN-ELDS Four year-old Mathematics (PK)	Common Core Kindergarten Mathematics (K)
<i>Measurement and Data (PK.MD)</i>	<i>Measurement and Data (K.MD)</i>
<i>Describe and compare measurable attributes</i>	<i>Describe and compare measurable attributes</i>
<p>PK.MD.1. Recognize the attributes of length, (how long, tall, short), area (how much it covers), weight (how heavy or light), and volume or capacity (how much it holds) of everyday objects using appropriate vocabulary.</p>	<p>K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>
<p>PK.MD.2. Explore the concept of measurement to compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, covers more/covers less, holds more/holds less).</p>	<p>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.</p>
<i>Classify objects and count the number of objects in each category</i>	<i>Classify objects and count the number of objects in each category.</i>
<p>PK.MD.3. Sort, categorize, and classify objects by more than one attribute.</p>	<p>K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count 3.</p>
<i>Geometry (PK.G)</i>	<i>Geometry (K.G)</i>
<i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</i>	<i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i>
<p>PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., <i>beside, inside, next to, close to, above, below, apart</i>).</p>	<p>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.</p>
<p>PK.G.2. Identify several basic shapes.</p>	<p>K.G.2. Correctly name shapes regardless of their orientations or overall size.</p>
<p>PK.G.3. With guidance and support, explore the attributes of two- and three- dimensional shapes.</p>	<p>K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).</p>
<i>Analyze, compare, create, and compose shapes</i>	<i>Analyze, compare, create, and compose shapes.</i>
<p>PK.G.4. With guidance and support, compare and contrast the attributes of two- and three- dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not ____.</p>	<p>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).</p>
<p>PK.G.5. Identify shapes in the real world environment.</p>	<p>K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>
<p>PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two right triangles of the same size put together would make a rectangle).</p>	<p>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?”</p>

Revised TN-ELDS Four year-old Science (S.PK)	TN State Standards Kindergarten Science (S.K)
Scientific Thinking -- Ask questions & make predictions based on observations through active engagement with materials	Embedded Inquiry
S.PK.1. Use senses to gather, explore, and interpret information.	Inquiry 1. Identify tools, skills, knowledge, and dispositions needed to conduct scientific inquiry.
S.PK.2. Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world.	Inquiry 2. Ask questions, make logical predictions, plan investigations, and represent data.
S.PK.3. Record and organize data using graphs, charts, science journals, etc. to communicate conclusions regarding experiments and explorations.	Inquiry 3. Explain the data from an investigation.
Tools & Technology	Embedded Technology & Engineering
S.PK.4. Use simple tools for investigation of the home, classroom and other familiar places.	Embedded Inquiry: Use senses and simple tools to make observations.
Earth & Space -- Observe and describe characteristics of earth and space	Earth and Space Science
S.PK.5. Investigate and identify a variety of earth materials by their observable properties (e.g., soil, rocks, minerals).	Standard 7 The Earth Identify non-living materials found on the school site and discuss how these materials are similar and different.
S.PK.6. Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.	Standard 6 The Universe Observe, discuss, and draw objects found in the day and night sky.
S.PK.7. Observe and discuss changes in weather and seasons using common weather related vocabulary.	Standard 8 The Atmosphere Collect daily weather data at different times of the year.
Living Things -- Observe and describe characteristics of living things	Life Science
S.PK.8. Describe and identify the similarities, categories, and different structures of familiar plants and animals (Plants have roots, stems, leaves; animals have eyes, mouths, ears).	Standard 3 Flow of Matter and Energy Observe plants and animals and make records of their similarities and differences.
S.PK.9. Observe, describe and compare the habitats of plants and animals.	Standard 5 Biodiversity and Change Match pictures of animal and plant characteristics needed for survival to appropriate environments.
Physical Properties -- Acquire knowledge about the physical properties of the world	Physical Science
S.PK.10. Describe and categorize objects based on their observable properties.	Standard 9 Matter Describe an object by its observable properties; identify objects and materials as solids or liquids.
S.PK.11. Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).	Standard 10 Energy Various forms of energy are constantly being transformed into other types without any net loss of energy from the system.
S.PK.12. Observe, predict and describe how objects move and use common motion related vocabulary (e.g., straight, fast/slow, zigzag, up/down).	Standard 11 Motion Objects move in ways that can be observed, described, predicted, and measured.

Revised TN-ELDS Four year-old Social Studies (SS.PK)	TN State Standards Kindergarten Social Studies (K)
<i>History</i>	<i>Culture/History</i>
SS.PK.1. Develop an understanding of how people and things change over time.	History K.5.02 Understand the place of historical events in the context of past, present, and future.
SS.PK.2. Demonstrate awareness of different cultures through exploration of customs and traditions, past and present.	Culture K.1.01 Understand the diversity of human cultures.
SS.PK.3. Demonstrate an interest in current events which relate to family, culture, and community.	Culture K.1.02 Discuss cultures and human patterns of places and regions of the world.
<i>Civics, Citizenship, and Government</i>	<i>Civics, Citizenship, and Government</i>
SS.PK.4. Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	Individuals, Groups, and Interactions K.6.01 Recognize the impact of individual and group decisions on citizens and communities.
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).	Individuals, Groups, and Interactions K.6.02 Understand how groups can impact change at the local, state, national and world levels.
<i>Economics</i>	<i>Economics</i>
SS.PK.6. Demonstrate an understanding that money is needed in exchange for some goods and services.	Economics K.2.03. Understand fundamental economic concepts.
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).	Economics K.2.01. Describe potential costs and benefits of personal economic choices in a market economy.
<i>Career Development</i>	<i>Career Development</i>
SS.PK.8. Develop awareness about a wide variety of careers and work environments.	Economics K.2.02 Give examples of the interaction of businesses and governments in a market economy.

Revised TN-ELDS Four year-old Creative Arts (CA.PK)	TN State Standards Kindergarten Creative Arts
<i>Visual Arts -- Express self and represent what he/she knows, thinks, believes, and feels through visual arts</i>	<i>Visual Arts -- Express self and represent what he/she knows, thinks, believes, and feels through visual arts</i>
CA.PK.1. Experiment with a variety of mediums and art materials for tactile experience and exploration.	Standard 1 Understand and apply media, techniques, and processes.
CA.PK.2. Create artistic works with intent and purpose using varying tools, texture, color, and technique.	Standard 3 Choose and evaluate a range of subject matter, symbols and ideas.
CA.PK.3. Respond and react to visual arts created by self and others.	Standard 5 Reflect upon and assess the characteristics and merits of their work and the work of others.
<i>Music -- Express self by engaging in musical activities</i>	<i>Music -- Express self by engaging in musical activities</i>
CA.PK.4. Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing.	Standard 1 Singing Sing alone and with others a varied repertoire of music; perform on instruments, alone and with others, a varied repertoire of music. Standard 6 Listening and Analyzing
CA.PK.5. Create sounds using voice, traditional instruments and/or non-traditional instruments.	Standard 3 Improvising Improvise melodies, variations, and accompaniments
<i>Creative Movement & Dance</i>	<i>Creative Movement & Dance</i>
CA.PK.6. Express feelings of what is felt and heard through dance or creative movement.	Standard 1 Elements and Skills Identify and demonstrate movement elements and skills in performing dance.
CA.PK.7. Move in spontaneous and imaginative ways to music, songs, rhythm and silence (e.g., sway, twist, use of 'props').	Standard 2 Choreography Understand choreographic principles, processes, and structures.
<i>Theatre / Dramatic Play</i>	<i>Theatre / Dramatic Play</i>
CA.PK.8. Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences.	Standard 2 Character Acting Develop basic acting skills by assuming roles and interacting in improvisation.
CA.PK.9. Respond and react to theatre and drama presentations.	Standard 5 Scene Comprehension Analyze and explain personal preferences and construct meaning from classroom dramatizations, theatre, film and/or television.
<i>Cultural Differences</i>	<i>Cultural Differences</i>
CA.PK.10. Participate in artistic activities (music and dance) representing different cultures.	Standard 6 Understand cultural context by recognizing the role of theatre, film, television and electronic media in daily life.

Revised TN-ELDS Four year-old Physical Development (PD.PK)	TN State Standards Kindergarten Physical Development and Health
<i>Sensorimotor -- use senses to assist & guide learning; using sensory information to plan & carry out movements</i>	Movement Forms/Motor Skills and Movement Patterns
PD.PK.1. Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment.	Not Addressed in Kindergarten standards.
PD.PK.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them.	Demonstrate understanding of movement concepts, principals, strategies and tactics as they apply to the learning and performance of physical activities.
<i>Gross Motor -- demonstrate coordination and control of large muscles</i>	Movement Forms/Motor Skills and Movement Patterns
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).	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
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).	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
<i>Fine Motor -- demonstrate eye-hand coordination and dexterity needed to manipulate objects</i>	Movement Forms/Motor Skills and Movement Patterns
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).	Level 1 use eye-hand 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).	Level 1 use eye-hand coordination to perform fine motor tasks
<i>Personal Health & Safety – Physical Health & Well-Being</i>	Health Education Standards
PD.PK.7. Demonstrate personal care and hygiene skills.	Personal Health and Wellness Standard 2.1 Demonstrate essential hygiene practices.
PD.PK.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).	Nutrition Standard 5 Understand the relationship of nutrition to healthy living
PD.PK.9. Demonstrate awareness and understanding of safety rules.	Injury Prevention and Safety Standard 12 Understand the appropriate action to take when personal safety is threatened.