



Priority Standards

Early Childhood Priority Standards – 4 years old

Below is a table of the priority standards for Approaches to Learning.

Priority Standards	Description
ATL.p4.1	Sustains attention to task despite distractions.
ATL.p4.2	Gathers information through listening. Remembers what was said in brief group discussion.
ATL.p4.5	Remains focused on the task at hand even when frustrated or challenged.
ATL.p4.6	Seeks new and varied experiences and challenges through play.
ATL.p4.9	Makes and follows plans for games or activities with other children.
ATL.p4.11	Recognizes and respects similarities and differences between self and others.
ATL.p4.13	Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.

Below is a table of the priority standards for Physical Health and Development

Priority Standards	Description
PHD.p4.1	Demonstrates the ability to move using a variety of locomotor skills.
PHD.p4.4	With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).
PHD.p4.8	Follows basic health practices.
PHD.p4.9	Completes personal care tasks with increasing responsibility.
PHD.p4.10	Identifies and follows basic safety rules with possible reminders, guidance and support.

Below is a table of the priority standards for Social Emotional Development

Priority Standards	Description
SED.CD.p4.2	Recognizes effect of own behavior on others most of the time.
SED.CD.p4.4	Shows awareness of and responds to feelings of others with adult guidance and support.
SED.R.p4.1	Anticipates and usually accepts consequences of own actions.
SED.R.p4.2	Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.
SED.R.p4.4	Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.
SED.R.p4.6	Manages emotions, impulses and behaviors with minimal guidance from adults.
SED.R.p4.7	Attempts to solve social problems independently, by negotiation or with adult assistance.
SED.PD.p4.6	Develops strategies to express strong emotion and calm self, with adult help.
SED.PD.p4.8	Demonstrates age appropriate independence in decision-making regarding activities and materials.
SED.SD.p4.4	Treats others with respect when conflict or differences occur, given adult support.
SED.SD.p4.5	Displays socially competent behavior with peers.
SED.SD.p4.6	Participates in conversational turn taking by listening and responding to what was said.
SED.SD.p4.13	Demonstrates flexibility in solving problems; will change plans if a better idea is thought of or proposed.

Below is a table of the priority standards for Communication and Literacy

Priority Standards	Description
CL.L.p4.3	With prompting and support, identifies characters, settings and major events in a story.
CL.L.p4.7	With prompting and support, uses the illustrations to retell major events in the story.
CL.F.p4.1	Demonstrates understanding of the organization and basic features of print.
CL.F.p4.1c	Recognizes that letters are grouped to form words.
CL.F.p4.1d	Recognizes and names some upper and lowercase letters in addition to those in first name.
CL.F.p4.2	Demonstrates understanding of spoken words, syllables and sounds.
CL.F.p4.2a	Recognizes and produces rhyming words.
CL.F.p4.2b	Blends and segments syllables in spoken words or clapping or snapping out syllables.
CL.F.p4.2c	With prompting and support blends and segments initial sounds and ending sounds of single syllable words.
CL.F.p4.2d	States the initial sound in consonant-vowel-consonant words.
CL.F.p4.3	Knows and applies age appropriate word analysis skills in decoding words.
CL.F.p4.3c	Recognizes and “reads” familiar words or environmental print.
CL.W.p4.1	Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.
CL.W.p4.2	Recognizably writes a majority of the letters in their name.
CL.SL.p4.1:	Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.
CL.SL.p4.1a	Follows agreed-upon rules for discussions.
CL.SL.p4.1b	Continues a conversation through multiple exchanges, staying on topic.
CL.SL.p4.3	Uses some basic spatial and temporal concepts to describe familiar people, places, things, and events.
CL.SL.p4.5	Speaks understandably to express ideas, feelings and needs.
CL.LS.p4.1	Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.
CL.LS.p4.1d	Understands and uses most question words.
CL.LS.p4.1f	Produces complete sentences in shared language activities.
CL.SL.p4.5	With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts.

Below is a table of the priority standards for Math

Priority Standards	Description
M.CC.p4.1	Counts in sequence to 30.
M.CC.p4.4	Understands the relationships between numbers and quantities to 10; connect counting to cardinality.
M.CC.p4.4a	Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object.
M.CC.p4.4b1	Understands that the last number name said tells the numbers of objects counted.
M.CC.p4.4b2	Understands that the number of objects remains the same regardless of the order in which the objects were counted.
M.CC.p4.4c	Demonstrates an understanding that each successive number name refers to a quantity that is one larger.
M.CC.p4.6	Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies.
M.OA.p4.1	Demonstrates an understanding of addition and subtraction by using objects, fingers, and acting out practical situations.
M.MD.p4.3	Sorts objects into categories; counts the numbers of objects in each category; makes comparisons between the categories based on quantity

Below is a table of the priority standards for Science

Priority Standards	Description
S.p4.1	Demonstrates and compares the effects of common forces on objects and the impact of gravity, magnetism and mechanical forces.
S.p4.5	Understands and is able to explain why plants and animals need air, food and water.
S.p4.6	Observes and discusses changes in weather and seasons using common weather related vocabulary
S.p4.11	Demonstrate an understanding that different weather conditions require different clothing/accessories.

Below is a table of the priority standards for Social Studies

Priority Standards	Description
SS.p4.1	Identifies leaders at home and school.
SS.p4.3	Demonstrates an understanding that money can be exchanged for goods and services.
SS.p4.4	Identifies and correctly uses terms related to location, direction and distance.
SS.p4.6	Matches objects to usual locations and identifies features of familiar places.
SS.p4.10	Names city and state where he/she lives.

Below is a table of the priority standards for Creative Arts

Priority Standards	Description
CA.p4.5a	Participates in more complex songs and involves physical movement- finger plays, chants, etc.
CA.p4.6a	Demonstrates movement without prompting: march, hop, tiptoe, skip.
CA.p4.12b	Uses imagination to create dramatic roles.
CA.p4.13a	Uses a variety of materials to create art.
CA.p4.16b	Discusses own artistic creations and those of others.