



Priority Standards

Early Childhood Priority Standards – 3 years old

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

Priority Standards	Description
ATL.p3.1	Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.
ATL.p3.3	Remembers and follows one or two-step directions.
ATL.p3.4	Practices an activity many times until successful.
ATL.p3.5	Investigates environments with purpose during play.
ATL.p3.11	Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.
ATL.p3.14	Creates own ideas for play, using imagination and inventing new ways to use everyday materials.

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

Priority Standards	Description
PHD.p3.1	Uses locomotor skills with increasing coordination and balance.
PHD.p3.2	Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).
PHD.p3.6	Follows basic health practices with occasional reminders.
PHD.p3.7	Completes personal care tasks with increasing responsibility.
PHD.p3.8	Knows common safety rules that have been discussed or taught.
PHD.p3.9	Alerts adults to potentially harmful situations.

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

Priority Standards	Description
SED.CD.p3.2	Becomes increasingly aware of effects of own behavior on others.
SED.CD.p3.3	Shows awareness of feelings of others with adult guidance and support.
SED.R.p3.1	Begins to understand consequences of own actions with adult support.
SED. R.p3.2	Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.
SED.R.p3.6	Manages emotions, impulses and behaviors with support from an adult.
SED.PD.p3.7	Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.
SED.PD.p3.8	Recognizes own positive and negative feelings when an adult labels them.
SED.PD.p3.9	Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.
SED.SD.p3.1	Expresses concern for the needs of others and people in distress.
SED.SD.p3.5	Begins to display socially competent behavior with peers.
SED.SD.p3.6	Begins to participate in conversational turn taking.
SED.SD.p3.8	Begins to resolve conflicts with peers, given adult assistance.

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

Priority Standards	Description
CL.L.p3.2	Uses pictures and illustrations to tell and retell parts of a story.
CL.L.p3.8	Actively engages in small group reading activities with purpose and understanding.
CL.IT.p3.9	Actively engages in small group reading activities with purpose and understanding.
CL.F.p3.1	Demonstrates understanding of the organization and basic features of print.
CL.F.p3.1a	Demonstrates and understanding of how print is read.
CL.F.p3.1b	Demonstrates an understanding that print conveys meaning.
CL.F.p3.1c	Recognizes letters in their name.
CL.F.3.2	Plays with the sounds of language.
CL.F.p3.2a	Differentiates between sounds that are the same and different.
CL.F.p3.2b	Distinguishes whether two words rhyme or not.
CL.F.p3.2c	Blends compound words and syllables in spoken words.
CL.F.p3.2d	Identifies two words that start with the same sound.
CL.F.p3.3	Knows and applies age appropriate word analysis skills.
CL.F.p3.3a	Begins to identify own name in print.
CL.F.p3.3b	Begins to recognize and "read" familiar words or environmental print.
CL.W.p3.1	Uses drawing, scribbling, letter like forms, random letter strings, and/or dictation to express thought and ideas.
CL.W.p3.2	Uses consistent marks to represent name when writing.
CL.W.p3.3	With guidance and support, imitates shapes and strokes.
CL.SL.p3.1	Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.
CL.SL.p3.1a	Beginning to follow agreed-upon rules for discussions.
CL.SL.p3.1b	Continues a conversation through three or more exchanges.
CL.SL.p3.2	Uses pictures and illustrations to tell and retell parts of a story.
CL.SL.p3.3	Uses some basic qualitative concepts to describe familiar people, places, things, and events.
CL.LS.p3.1	Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.
CL.LS.p3.1a	Begins to make letter like forms and prints some letters.
CL.LS.p3.1b	Uses frequently occurring nouns and verbs when speaking.
CL.LS.p3.1c	Beginning to form regular plural nouns orally by adding /s/ or /es.
CL.LS.p3.1d	Understands and uses some question words.
CL.LS.p3.5	With prompting and support, begins to experiment with 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.p3.1	Counts in sequence to 10.
M.CC.p3.3	Places objects in one to one correspondence during play situations.
M.CC.p3.4	Spontaneously counts for own purposes.
M.CC.p3.5	Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).
M.CC.p3.6	Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.
M.OA.p3.1	Demonstrates an understanding of addition by using objects in practical situations.
M.MD.p3.2	Demonstrates an understanding that objects can be compared by one attribute.
M.G.p3.2	Correctly names shapes regardless of their orientations or overall size.

Below is a table of the priority standards for Science

Priority Standards	Description
S.p3.1	Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force.
S.p3.4	Understands that living things need air, water and food.
S.p3.5	Identifies weather occurrences.
S.p3.6	Makes observations and communicates findings with others.
S.p3.9	Makes comments about the weather.

Below is a table of the priority standards for Social Studies

Priority Standards	Description
SS.p3.1	Names family members by relationships.
SS.p3.2	Trades or exchanges materials or objects with others.
SS.p3.4	Uses words to indicate direction.
SS.p3.5	Creates representations of familiar places through various materials.

Below is a table of the priority standards for Creative Arts

Priority Standards	Description
CA.p3.2a	Moves one body part in response to a simple rhythm pattern.
CA.p3.5a	Repeats sound and rhythm patterns.
CA.p3.5b	Sings simple songs.
CA.p3.10c	Participates in songs, stories, fingerplays, chants with voice and body together.
CA.p3.10d	Beginning to take a role in dramatic play.
CA.p3.14a	Explores more complex art activities.