



Standards Alignment

Colorado Early Learning & Development Guidelines Alignment with FunShine Express® Curriculum Ages 3 - 5 Years

Colorado Early Learning & Development Guidelines

FunShine Early Learning and Development Continuum

PD Physical Development & Health

7: Physical Development and Health

1. Physical Health Status

PD1 Physical Health, Growth, PD4 Safety Awareness and Self-Care

1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases.

PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules
PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance)
PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)

2. Participate in the prevention and management of chronic health conditions and avoid toxins, such as lead.

PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules
PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

3. Maintain physical growth within the Centers for disease Control and prevention (CdC) recommended ranges for weight and height by age.

PD1.2(3) Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)
PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)
PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

4. Get sufficient rest and exercise to support healthy development.

PD1.1(3) Chooses to participate in active play and exercise for extended periods of time; develops strength, flexibility, and stamina; plays familiar games

PD1.1(4) Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

2. Health Knowledge and Practice

PD1 Physical Health, Growth, PD4 Safety Awareness and Self-Care

1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.*

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.)

2. Communicate an understanding of the importance of health and safety routines and rules.*

PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.*

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

4. Distinguish food on a continuum from most healthy to less healthy.

PD1.2(3) Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)

PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

5. Eat a variety of nutritious foods.

PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced

diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)

6. Participate in structured and unstructured physical activities.*

PD1.1(3) Chooses to participate in active play and exercise for extended periods of time; develops strength, flexibility, and stamina; plays familiar games

PD1.1(4) Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength, flexibility, and stamina while playing on equipment and creating new games

7. Recognize the importance of doctor and dentist visits.

PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

8. Cooperate during doctor and dentist visits and health and developmental screening.

PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules

PD4.1(4) Identifies and alerts others to potentially harmful items, behaviors, situations with guidance; identifies and follows basic safety and health rules

3. Gross Motor Skills

PD2 Gross Motor Development

1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.*

PD2.1(3) Moves body to travel/play games (runs well, jumps on two feet; gallops); refines flexibility and balance (stands on one foot for up to 3 seconds, performs stretching exercises, walks on uneven surfaces; walks backward, walks in straight line)

PD2.1(4) Refines mobility and moves with a purpose: (walks backward, runs smoothly, jumps with two feet, hops on one foot, gallops, skips); demonstrates flexibility, strength, and balance through play (stretches limbs, walks on straight line/balance board, walks heel-to-toe, stands on one foot for three seconds and longer)

2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.

PD2.2(3) Coordinates body movements with increasing skill (throws overhand at target, crosses the midline, kicks a ball at a target, uses

PD2.2(4) Coordinates body movements to accomplish a goal (bounces/passes a ball, throws and catches, crosses

the midline, kicks a ball to play a game, manipulates riding toys, rides tricycles/bicycles)

3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.

PD2.1(3) Moves body to travel/play games (runs well, jumps on two feet; gallops); refines flexibility and balance (stands on one foot for up to 3 seconds, performs stretching exercises, walks on uneven surfaces; walks backward, walks in straight line)

PD2.1(4) Refines mobility and moves with a purpose: (walks backward, runs smoothly, jumps with two feet, hops on one foot, gallops, skips); demonstrates flexibility, strength, and balance through play (stretches limbs, walks on straight line/balance board, walks heel-to-toe, stands on one foot for three seconds and longer)

4. Fine Motor Skills

PD3 Fine Motor Development

1. Develop hand strength and dexterity.

PD3.3(3) Uses tools requiring small muscle dexterity (crayons, markers, scissors to cut straight lines, eating utensils)

PD3.3(4) Uses tools that require strength and dexterity of small muscles with moderate control (holds scissors correctly to cut shapes and curved lines; controls use of writing, drawing, art tools, and art/craft media; uses spray bottles, paper punch)

2. Develop hand-eye coordination to use everyday tools, such as pitchers for pouring or utensils for eating.

PD3.1(3) Refines wrist and finger movements for more control (pours without spilling from small container, successful with some fasteners on clothing, folds paper, manipulates playdough and clay)

PD3.2(3) Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard)

PD3.2(4) Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)

3. Manipulate a range of objects, such as blocks or books.

PD3.2(3) Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard)

PD3.2(4) Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)

4. Manipulate writing, drawing, and art tools.

PD3.3(3) Uses tools requiring small muscle dexterity (crayons, markers, scissors to cut straight lines, eating utensils)

PD3.3(4) Uses tools that require strength and dexterity of small muscles with moderate control (holds scissors correctly to cut shapes and curved lines; controls use of writing, drawing, art tools, and art/craft media; uses spray bottles, paper punch)

SE Social & Emotional Development

1. Social Relationships

1. Communicate with familiar adults and accept or request guidance.

5: Social-Emotional Development

SE2 Trust and Relationships, SE3 Feelings and Emotions, SE4 Self-Regulation

SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance

SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

2. Cooperate with others.

SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

3. Develop friendships with peers.

SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

4. Establish secure relationships with adults.

SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance

	<p>SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults</p>
<p>5. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</p>	<p>SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults</p> <p>SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers</p>
<p>6. Resolve conflict with peers alone and/or with adult intervention as appropriate.</p>	<p>SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers</p> <p>SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers</p>
<p>7. Recognize and label others' emotions.</p>	<p>SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings</p> <p>SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions</p>
<p>8. Express empathy and sympathy to peers.</p>	<p>SE3.1(4) Shows empathy and caring to others; responds to others emotions appropriately</p>
<p>9. Recognize how actions affect others and accept consequences of one's actions.</p>	<p>SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions</p> <p>SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others</p>

2. Self-Concept and Self-Efficacy

SE1 Self-Awareness and Self-Concept, SE4 Self-Regulation

1. Identify personal characteristics, preferences, thoughts, and feelings.

SE1.1(3) Describes self by things they can do and things they have; begins to understand being a part of their family or a classroom; knows and can say first and last name

SE1.1(4) Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name

SE1.2(3) Expresses preferences; chooses activities that are preferred or come easily

SE1.2(4) Expresses personal preferences and opinions; makes choices

2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks.

SE1.3(3) Shows awareness of ability to do many things and interest in work of others; begins to clean up work/play space with adult prompting

SE1.3(4) Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently

SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately

3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.

SE1.3(3) Shows awareness of ability to do many things and interest in work of others; begins to clean up work/play space with adult prompting

SE1.3(4) Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently

4. Demonstrate age-appropriate independence in decision making regarding activities and materials.

SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately

3. Self-Regulation

L1 Receptive Language (Listening), SE3 Feelings and Emotions, SE4 Self-Regulation, SS4 Government, Economics, and Technology

1. Recognize and label emotions.

SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage

feelings; provides reasoning for feelings
SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

2. Handle impulses and behavior with minimal direction from adults.

SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately
SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

3. Follow simple rules, routines, and directions.

L1.1(3) Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.
SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy
SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately

4. Shift attention between tasks and move through transitions with minimal direction from adults.

SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately

4. Emotional and Behavioral Health

SE3 Feelings and Emotions, SE4 Self-Regulation

1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.

SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings
SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

2. Refrain from disruptive, aggressive, angry, or defiant behaviors.

SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately
SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

3. Adapt to new environments with appropriate emotions and behaviors.

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

EL English Language Development

9: Dual Language Learners

1. Receptive English Language Skills

DL1 Receptive Language (Listening and Understanding), DL2 Expressive Language (Speaking Second Language)

1. Participate with movement and gestures while other children and the teachers dance and sing in English.

DL1.1(M) Follows simple routine directions in second language with adult support; listens and participates in rhyming activities to hear the patterns in language; understands some common words in simple picture books read aloud

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

2. Acknowledge or respond nonverbally to common words or phrases, such as "hello," "good bye," "snack time," and "bathroom," when accompanied by adult gestures.

DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud

3. Point to body parts when asked, "Where is your nose, hand, leg...?"

DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud

4. Comprehend and respond to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" and "Why do you think the caterpillar is hungry?"

DL1.1(M) Follows simple routine directions in second language with adult support; listens and participates in rhyming activities to hear the patterns in language; understands some common words in simple picture books read aloud

DL1.1(L) Follows one- and two-step oral directions in second language with adult support; gains meaning and responds to texts read aloud with adult and context clue support; gains meaning from conversations with others

5. Follow multi-step directions in English with minimal cues or assistance.

DL1.1(M) Follows simple routine directions in second language with adult support; listens and participates in rhyming activities to hear the patterns in language; understands some common words in simple picture books read aloud

DL1.1(L) Follows one- and two-step oral directions in second language with adult support; gains meaning and responds to texts read aloud with adult and context clue support; gains meaning from conversations with others

2. Expressive English Language Skills

DL2 Expressive Language (Speaking Second Language)

1. Repeat word or phrase to self, such as "bus" while the group sings the song "Wheels on the Bus" or "brush teeth" after lunch.

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

2. Request items in English, such as "car," "milk," "book," or "ball."

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

3. Use one or two English words, sometimes joined to represent a bigger idea, such as "throwball."

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

4. Use increasingly complex and varied English vocabulary.

DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more complex questions in second language with adult support

5. Construct sentences, such as "the apple is round." or "i see a fire truck with lights on."

DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more

complex questions in second language with adult support

3. Engagement in English Literacy Activities **DL1 Receptive Language (Listening and Understanding), DL2 Expressive Language (Speaking Second Language)**

1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.

DL1.1(B) Responds to gestures and simple directions in home and second language; begins to understand simple words in home and second language; listens with interest to picture books read aloud

DL1.1(M) Follows simple routine directions in second language with adult support; listens and participates in rhyming activities to hear the patterns in language; understands some common words in simple picture books read aloud

2. Point to pictures and says the word in English, such as "frog," "baby," "run."

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

3. Learn part of a song or poem in English and repeat it.

DL2.1(B) Uses gestures, facial expressions, and single-word utterances to communicate needs and wants in home language, moving to second language; responds to rhymes and songs by repeating simple words or phrases

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

4. Talk with peers or adults about a story read in English.

DL2.1(M) Begins to combine words from home and second languages to communicate needs and wants, and to participate in two-way conversations; responds to texts read aloud, songs, and rhymes, repeating simple words and phrases and answering simple questions as a sign of comprehension with adult support

DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more complex questions in second language with adult support

5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.

DL2.1(L) Communicates with others in second language by expanding sentences using increased vocabulary; listens and responds to texts read aloud, answering more complex questions in second language with adult support

LD Language Development

1. Receptive English Language Skills

1. Attend to language during conversations, songs, stories, or other learning experiences.

1: Language/Literacy

L1 Receptive Language (Listening)

L1.1(3) Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.

L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

2. Comprehend increasingly complex and varied vocabulary.

L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

3. Comprehend different forms of language, such as questions or exclamations.

L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

4. Comprehend different grammatical structures or rules for using language.

L1.1(4) Follows multi-step directions of increasing complexity; listens and responds to more complex rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations.

2. Expressive Language

1. Engage in communication and conversation with others.

L2 Expressive Language (Speaking), SE2 Trust and Relationships

L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately;

listens to, repeats, and recalls words expressed in world languages and sign language.

2. Use language to express ideas and needs.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

3. Use increasingly complex and varied vocabulary.

L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.
L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

4. Use different forms of language.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

5. Use different grammatical structures for a variety of purposes.

L2.3(3) Communicates in expanding sentences; uses grammar rules that are age-appropriate.
L2.3(4) Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.

6. Engage in storytelling.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

L2.3(4) Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.

7. Engage in conversations with peers and adults.

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

LK Literacy Knowledge & Skills

1. Book Appreciation and Knowledge

1: Language/Literacy

L3 Foundational Reading

1. Show interest in shared reading experiences and looking at books independently.

L3.1(3) Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

2. Recognize how books are read, such as front-to- back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

3. Ask and answer questions and make comments about print materials.

L3.2(3) With adult support and picture cues, shows understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

L3.1(3) Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read; attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

6. Make predictions based on illustrations or portions of story or text.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

2. Phonological Awareness

1. Identify and discriminate between words in language.

L3 Foundational Reading

L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using

actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

L3.3(4) Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

2. Identify and discriminate between separate syllables in words.

L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.

L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

L3.3(4) Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

4. Recognize patterns of sounds in songs, storytelling, and poetry.

L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).

L3.3(4) Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

3. Alphabet Knowledge

1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.

L3 Foundational Reading

L3.4(3) Begins to develop alphabetic knowledge (sings the alphabet song, may identify some letters, especially those in own name, recognizes and names some letters) and identifies some environmental print when prompted.

2. Recognize that letters of the alphabet have distinct sound(s) associated with them.

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

3. Attend to the beginning letters and sounds in familiar words.

L3.3(4) Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

4. Identify letters and associate correct sounds with letters.

L3.3(4) Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

L3.4(3) Begins to develop alphabetic knowledge (sings the alphabet song, may identify some letters, especially those in own name, recognizes and names some letters) and identifies some environmental print when prompted.

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

4. Print Concepts and Conventions

L3 Foundational Reading

1. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.

L3.4(3) Begins to develop alphabetic knowledge (sings the alphabet song, may identify some letters, especially those in own name, recognizes and names some letters) and identifies some environmental print when prompted.

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

2. Understand that print conveys meaning.

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

3. Understand conventions, such as print moves from left to right and top to bottom of a page.

L3.1(4) Shows increasing interest/motivation in reading fiction/nonfiction; follows along as book is read; retells or "reads" a story by reviewing illustrations or from memory; demonstrates understanding of process of reading (left to right, front to back, top to bottom); describes the roles of author and illustrator; understands story structure (beginning, middle, end).

4. Recognize words as a unit of print and understand that letters are grouped to form words.

L3.3(4) Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

5. Recognize the association between spoken or signed and written words.

L3.3(4) Exhibits age-appropriate phonological awareness (combines syllables to make a word, combines words to make compound words, associate sounds with letters and words, recognizes alliteration and words that rhyme).

L3.4(3) Begins to develop alphabetic knowledge (sings the alphabet song, may identify some letters, especially those in own name, recognizes and names some letters) and identifies some environmental print when prompted.

5. Early Writing

CA1 Visual Arts, L4 Writing, PD3 Fine Motor Development

1. Experiment with writing tools and materials.

L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

PD3.3(3) Uses tools requiring small muscle dexterity

(crayons, markers, scissors to cut straight lines, eating utensils)

CA1.1(3) Creates art with different types of materials and techniques across learning domains

2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.

L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

4. Copy, trace, or independently write letters or words.

L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

5. Dictate ideas to an adult.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

6. Identify information that is relevant.

L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most

numerals to 20; copies or writes own name.

<p>LR Logic & Reasoning</p>	<p>2: Math, 3: Science, 4: Social Studies, 5: Social-Emotional Development, 6: Approaches to Learning, 8: Creative Arts</p>
<p>1. Reasoning and Problem-Solving</p>	<p>AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, AL4 Memory and Reflection, SC1 Observation and Inquiry</p>
<p>1. Seek multiple solutions to a question, task, or problem.</p>	<p>AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through</p>
<p>2. Recognize cause-and-effect relationships.</p>	<p>AL2.2(3) Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction AL2.2(4) Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains</p>
<p>3. Classify, compare, and contrast objects, events, and experiences.</p>	<p>AL2.2(3) Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction AL2.2(4) Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains</p>
<p>4. Use past knowledge to build new knowledge.</p>	<p>AL4.1(4) Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games</p>
<p>5. Know that problems can be identified and possible solutions can be created.</p>	<p>AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes</p>

a plan before beginning a task and follows through

2. Symbolic Representation **CA4 Dramatic Play and Imagination, M2 Geometry and Spatial Sense, SE2 Trust and Relationships, SS2 Geography and Symbolic Representation**

1. Represent people, places, or things through drawings, movement, and three-dimensional objects.

M2.1(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.
SS2.1(3) Describes characteristics of things in the environment at school and home; builds roads and houses using blocks; begins to represent people, places, and things through drawings, movements, and construction across learning domains
SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

2. Engage in pretend play and act out roles.

SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
CA4.2(3) Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)
CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

3. Recognize the difference between pretend or fantasy situations and reality.

CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

MK Mathematics Knowledge & Skills

2: Math

1. Number Concepts and Quantities

M1 Number Sense, Quantity, and Operations

1. Recognize numbers and quantities in the everyday environment.

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written

numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

2. Recite numbers in the correct order and understand that numbers come "before" or "after" one another.

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

3. Associate quantities and the names of numbers with written numerals.

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies

more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

5. Use the number name of the last object counted to represent the number of objects in the set.

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

2. Number Relationships and Operations

M1 Number Sense, Quantity, and Operations

1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to.

M1.1(3) Grows in rote counting and sequencing of numbers to 10 and beyond; identifies some written numerals in everyday environment; begins to understand one-to-one correspondence; compares quantities and identifies more/less; begins to subitize (recognizes number of objects in a small set without counting - two blocks); understands ordinal terms (1st, 2nd, etc.).
M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.

M1.2(3) Understands adding objects to a group makes it larger and taking away objects from a group makes it smaller.
M1.2(4) Understands adding and subtracting from a set; begins to understand dividing sets into parts up to fourths.

3. Identify the new number created when numbers are combined or separated.

M1.2(4) Understands adding and subtracting from a set; begins to understand dividing sets into parts up to fourths.

3. Geometry and Spatial Sense

M2 Geometry and Spatial Sense

1. Recognize and name common shapes, their parts, and attributes.

M2.1(3) Locates and names different sizes and orientations of shapes in the environment; describes attributes of shapes; uses 2D and 3D shapes to create pictures or structures; decomposes shapes.

M2.1(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

2. Combine and separates shapes to make other shapes.

M2.1(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

3. Compare objects in size and shape.

M2.1(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

4. Understand directionality, order, and position of objects, such as up, down, in front, and behind.

M2.2(3) Uses simple positional words (top/bottom, up/down, in/out, on/off, etc.) to describe location across learning domains; uses simple directions to move from place to place.

M2.2(4) Uses positional and relational words (above/below, front/behind, near/far, beside, next to, between, etc.) to describe location across learning domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left.

4. Patterns

M4 Patterns, Sorting/Classifying, Reasoning

1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.

M4.2(4) Matches/sorts/classifies by color, size, shape, texture; describes sorting rules; classifies by more than one attribute into two or more groups across learning domains.

M4.2(3) Shows increasing ability to match/sort/classify by color, size, shape; classifies by one attribute and makes comparisons across learning domains.

2. Recognize, duplicate, and extend simple patterns.

M4.1(3) Recognizes patterns telling what comes next; duplicates simple patterns; identifies pattern groups; seriates a group of like objects (small, medium, large; light, dark).

M4.1(4) Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).

3. Create patterns through the repetition of a unit.

M4.1(4) Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).

5. Measurement and Comparison

M3 Measurement and Data, SS1 History and Events

1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier).

M3.1(3) Uses words to describe measurable attributes (quantity, length, weight); observes and explores ways to use tools to measure objects; identifies/names/uses standard and non-standard units/tools of measure (paper clips, ruler, scale, measuring cups, etc.) in activities with adult support across learning domains; arranges objects according to one measurable attribute.

M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

2. Order objects by size or length.

M3.1(3) Uses words to describe measurable attributes (quantity, length, weight); observes and explores ways to use tools to measure objects; identifies/names/uses standard and non-standard units/tools of measure (paper clips, ruler, scale, measuring cups, etc.) in activities with adult support across learning domains; arranges objects according to one measurable attribute.

M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

3. Use nonstandard and standard techniques and tools to measure and compare.

M3.1(3) Uses words to describe measurable attributes (quantity, length, weight); observes and explores ways to use tools to measure objects; identifies/names/uses standard and non-standard units/tools of measure (paper clips, ruler, scale, measuring cups, etc.) in activities with adult support across learning domains; arranges objects according to one measurable attribute.

M3.1(4) Uses words to describe and compare measurable attributes (quantity, length, weight, time, capacity) between two or more groups across learning domains; uses standard and non-standard units of measure (paper clips, ruler, scale, measuring cups, etc.) in activities and discusses findings; arranges objects according to one or more attributes (longer, shorter, same); begins to understand time concepts (one minute vs. ten minutes) and tools (clocks, timers, calendars).

4. Describe the order of common events.

SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

SS1.2(3) Describes recent past events; identifies annual holidays, birthdays, and cultural celebrations

5. Sequence a simple set of activities or events.

SS1.1(3) Shows awareness of concepts of time/sequence of events and sequence of routines (bedtime, lunchtime, morning, night); uses terms such as time of day, yesterday, today, tomorrow; begins to understand change over time when applied to self (own growth)

SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

SK Science Knowledge & Skills

1. Scientific Skills and Method

1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.

3: Science

AL4 Memory and Reflection, M3 Measurement and Data, SC1 Observation and Inquiry

SC1.2(3) Uses simple tools to investigate and gather information (magnifying glass, scale, bug catcher); groups materials according to observed features.

SC1.2(4) Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars).

2. Observe and discuss common properties, differences, and comparisons among objects.

SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.

SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

4. Collect, describe, and record information through discussions, drawings, maps, and charts.

M3.2(3) With adult support, collects and records information in different ways across learning domain (discussion, maps, charts).

M3.2(4) Develops growing abilities to collect, describe, and record information to answer simple questions across learning domains.

SC1.2(4) Uses equipment and tools to gather information and explains findings to aid in investigation (scale, map, binoculars).

5. Describe and discuss predictions, explanations, and generalizations based on past experience.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

AL4.1(4) Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games

2. Conceptual Knowledge of the Natural and Physical World **AL2 Creative Thinking, Problem-Solving, Reasoning, SC2 Physical Science, SC3 Life Science, SC4 Earth Science and Environment**

1. Observe, describe, and discuss living things and natural processes.

SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; understands needs of living things in order to live (water, food, sunlight, shelter).

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.

SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; understands needs of living things in order to live (water, food, sunlight, shelter).

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

3. Observe, describe, and discuss properties of materials and transformation of substances.

SC2.1(3) With adult prompting and support, investigates and describes how an object's speed and direction can be changed by using different forces (kick, push, pull); experiments with light and sound; identifies and categorizes familiar sounds; experiments and observes how properties of matter can transform or combine (water + dirt; freezing water to ice).

SC2.1(4) With adult support, predicts and experiments with the movement of objects by changing direction and speed to see how far objects move; creates and describes different sounds; explores shadows and light; experiments, observes, and describes how matter can change from one form to another (solids, liquids, gases).

4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes.

SC4.1(3) Names objects seen in the sky and describes features of the earth and sky and differences between day and night; describes common weather conditions in current season.

SC4.1(4) Compares seasons and describes current

weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

5. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals.

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

SC4.1(3) Names objects seen in the sky and describes features of the earth and sky and differences between day and night; describes common weather conditions in current season.

6. Recognize and investigate cause-and-effect relationships in everyday experiences - pushing, pulling, kicking, rolling, or blowing objects.

SC2.1(3) With adult prompting and support, investigates and describes how an object's speed and direction can be changed by using different forces (kick, push, pull); experiments with light and sound; identifies and categorizes familiar sounds; experiments and observes how properties of matter can transform or combine (water + dirt; freezing water to ice).

AL2.2(3) Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction

SS Social Studies Knowledge & Skills

1. Self, Family, and Community

1. Identify personal and family structure.

4: Social Studies

SE1 Self-Awareness and Self-Concept, SS2 Geography and Symbolic Representation, SS3 Culture, Family, and Community, SS4 Government, Economics, and Technology

SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

SE1.1(3) Describes self by things they can do and things they have; begins to understand being a part of their family or a classroom; knows and can say first and last name

2. Understand similarities and respect differences among people.

SE1.1(4) Recognizes similarities and differences between self and others; (gender, cultural identity, self

and family characteristics); develops positive self-image; knows and can say first, middle, and last name

3. Recognize a variety of jobs and the work associated with them.

SS3.3(3) Recognizes and identifies some community helpers, parents' jobs, and careers; adopts roles of family and community helpers during dramatic play with realistic props

SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helpers during dramatic play

4. Understand the reasons for rules in the home and classroom and for laws in the community.

SS3.2(3) Understands family roles, relationships, rules, and household jobs

SS4.1(3) Demonstrates growing awareness of and follows classroom, home, and community rules with adult reminders; tells why rules are important

SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

5. Describe or draw aspects of the geography of the classroom, home, and community.

SS2.1(3) Describes characteristics of things in the environment at school and home; builds roads and houses using blocks; begins to represent people, places, and things through drawings, movements, and construction across learning domains

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

6. Recognize money and identify its purpose.

SS4.2(3) Understands that adults must work to earn money and that money is used to pay for goods and services; develops awareness of difference between needs and wants and identifies ways to fulfill them through conversation and dramatic play

SS4.2(4) Understands payment for goods and services comes in different forms; differentiates between needs and wants and explains how to fulfill them

2. People and the Environment

1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.

SC4 Earth Science and Environment, SS2 Geography and Symbolic Representation, SS3 Culture, Family, and Community, SS4 Government, Economics, and Technology

SS2.1(3) Describes characteristics of things in the environment at school and home; builds roads and houses using blocks; begins to represent people, places, and things through drawings, movements, and construction across learning domains

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things.

2. Recognize that people share the environment with other people, animals, and plants.

SC4.2(3) Begins to understand that people share the environment with other people, animals, and plants, and that we must take care of it.

3. Understand that people can take care of the environment through activities, such as recycling.

SC4.2(4) Engages in caring for the environment and conservation.

3. History and Events

1. Differentiate between past, present, and future.

SS1 History and Events

SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

2. Recognize events that happened in the past, such as family or personal history.

SS1.1(4) Follows, predicts, and explains time/sequence of events (past, present, future); notices simple changes over a period of time (seasons); interacts with calendars and creates simple timelines of events

SS1.2(3) Describes recent past events; identifies annual holidays, birthdays, and cultural celebrations

3. Understand that how people live and what they do changes over time.

SS1.1(3) Shows awareness of concepts of time/sequence of events and sequence of routines (bedtime, lunchtime, morning, night); uses terms such as time of day, yesterday, today, tomorrow; begins to understand change over time when applied to self (own growth)

CA Creative Arts Expression

1. Music

8: Creative Arts

CA2 Music, SE3 Feelings and Emotions, SS3 Culture, Family, and Community

1. Participate in music activities, such as listening, singing, or performing.

CA2.1(3) Knows and sings songs; uses appropriate tone in songs requiring loud and soft sounds

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props

2. Experiment with musical instruments.

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props

CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

3. Respond to rhythmic patterns and elements of music using expressive movement.

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props

CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

4. Improvise movement and sound responses to music.

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

5. Describe and respond to musical elements.

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props

CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

6. Recognize a wide variety of sounds and sound sources.

CA2.1(3) Knows and sings songs; uses appropriate tone in songs requiring loud and soft sounds

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props

7. Express feeling responses to music.

SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings

CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props

8. Recognize music in daily life.

SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community

CA2.1(3) Knows and sings songs; uses appropriate tone in songs requiring loud and soft sounds

2. Creative Movement and Dance

CA2 Music, CA3 Movement and Dance, SE3 Feelings and Emotions, SS3 Culture, Family, and Community

1. Express what is felt and heard in various musical tempos and styles.

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings

2. Move to different patterns of beat and rhythm in music.

CA2.2(4) Explores, repeats, and creates rhythms, patterns, and beats with a variety of movements, musical instruments, and props

CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains

3. Use creative movement to express concepts, ideas, or feelings.

CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains

CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

4. Demonstrate simple phrases of movement in time and space.

CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

5. Attentively observe a dance performance.

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

6. Recognize dances from around the world.

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

3. Art

CA1 Visual Arts, L4 Writing, SS2 Geography and Symbolic Representation, SS3 Culture, Family, and Community

1. Use different materials and techniques to make art creations.

CA1.1(3) Creates art with different types of materials and techniques across learning domains

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

2. Discuss one's own artistic creations and those of others.

CA1.2(3) Shows interest in others' art; may comment on the works of others with prompting

CA1.2(4) Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

3. Know that works of art can represent people, places, and things.

L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

SS2.1(3) Describes characteristics of things in the environment at school and home; builds roads and houses using blocks; begins to represent people, places, and things through drawings, movements, and construction across learning domains

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

4. Identify art in daily life.

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

5. Understand that artists have an important role in communities.

SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

CA1.2(4) Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

4. Drama and Theatre Arts

1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.

CA4 Dramatic Play and Imagination, SE2 Trust and Relationships, SE3 Feelings and Emotions

SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers

SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings

CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.

CA4.2(3) Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)

CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

CA4.2(4) Uses props in increasingly creative ways in dramatic play (molds playdough to represent a phone)

3. Respond to stories and plays.

L3.2(4) Shows understanding of texts read aloud by recalling part or most and representing it with play or media, asking and answering questions, connecting it with personal experiences, making predictions and comparing similar texts, discussing parts of a text (table of contents, index, glossary, characters, etc).

CA4.1(3) Participates in creative dramatic play and make believe across learning domains

AL Approaches to Learning

1. Initiative and Curiosity

1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.

6: Approaches to Learning

AL1 Curiosity, Initiative, and Risk-Taking, AL2 Creative Thinking, Problem-Solving, Reasoning, SC1 Observation and Inquiry

AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects

2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks.

AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently
AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects

3. Ask questions and seek new information.

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.
AL2.2(3) Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction
AL2.2(4) Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains

2. Persistence and Attentiveness

AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence

1. Maintain interest in a project or activity until completed.

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

2. Set goals and develop and follow through on plans.

AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders
AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

3. Cooperation

<p>1. Plan, initiate, and complete learning activities with peers.</p>	<p>AL2 Creative Thinking, Problem-Solving, Reasoning, AL3 Attention, Engagement, and Persistence, SE2 Trust and Relationships</p> <p>SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers</p> <p>AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through</p>
<p>2. Join in cooperative play with others and invite others to play.</p>	<p>SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers</p>
<p>3. Model or teach peers.</p>	<p>SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers</p>
<p>4. Help, share, and cooperate in a group.</p>	<p>SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers</p>

Source:

Colorado Early Learning & Development Guidelines. Early Childhood Leadership Commission of Colorado.