



# Standards Alignment

## Florida Early Learning and Developmental Standards Birth to Kindergarten (2017) Alignment with FunShine Express® Curriculum Ages 3 - 5 Years

Florida Early Learning and Developmental Standards Birth to Kindergarten (2017)	FunShine Early Learning and Development Continuum
<b>PD Physical Development</b> <b>3 to 4 Years</b>	<b>7: Physical Development and Health</b>
<b>Health-Active Physical Play</b> PD.3.1a Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)	<b>PD1 Physical Health, Growth</b> <b>PD1.1(3)</b> Chooses to participate in active play and exercise for extended periods of time; develops strength, flexibility, and stamina; plays familiar games
<b>Health-Safety</b> PD.3.1a Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)	<b>PD4 Safety Awareness and Self-Care</b> <b>PD4.1(3)</b> Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules
<b>Health-Personal Care Routines</b> PD.3.1c Carries out familiar hygiene routines with occasional reminders of how to do them	<b>PD4 Safety Awareness and Self-Care</b> <b>PD4.2(3)</b> 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)
<b>Health-Feeding and Nutrition</b> PD.3.1a Serves self or others by scooping or pouring from containers	<b>PD1 Physical Health, Growth</b> <b>PD1.2(3)</b> 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.)
PD.3.1b Begins to recognize nutritious food choices and healthy eating habits	<b>PD1.2(3)</b> 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.)
<b>Motor-Gross Motor Development</b> PD.3.1a Begins to balance, such as on one leg or a beam, for short period	<b>PD2 Gross Motor Development</b> <b>PD2.1(3)</b> Moves body to travel/play games (runs well, gallops, walks on uneven surfaces, walks backward/in

straight line, broad jumps, hops forward on two feet)

PD.3.1b Begins to perform some skills, such as jumping for height and hopping

**PD2.1(3)** Moves body to travel/play games (runs well, gallops, walks on uneven surfaces, walks backward/in straight line, broad jumps, hops forward on two feet)

PD.3.1c Engages in physical activity that requires strength and stamina for brief periods

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

PD.3.2a Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)

**PD2.2(3)** Coordinates body movements in place with increasing skill (begins to kick ball with purpose, throws overhand with some accuracy, dribbles balls with increased coordination, throws and attempts to catch balls, begins using bat/racket to make contact with objects)

## Motor-Gross Motor Perception (Sensorimotor)

## PD2 Gross Motor Development

PD.3.1a Begins to act and move with purpose and recognizes differences in direction, distance and location

**PD2.1(3)** Moves body to travel/play games (runs well, gallops, walks on uneven surfaces, walks backward/in straight line, broad jumps, hops forward on two feet)

PD.3.1b Demonstrates awareness of own body in relation to others

**PD2.2(3)** Coordinates body movements in place with increasing skill (begins to kick ball with purpose, throws overhand with some accuracy, dribbles balls with increased coordination, throws and attempts to catch balls, begins using bat/racket to make contact with objects)

## Motor-Fine Motor Development

## PD3 Fine Motor Development

PD.3.1a Uses various drawing and art tools with developing coordination

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

PD.3.2a Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)

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

PD.3.2b Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)

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

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## 4 to 5 Years

### Health-Active Physical Play

PD.4.1a Seeks to engage in physical activities or active play routinely with increased intensity and duration

### PD1 Physical Health, Growth

**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

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### Health-Safety

PD.4.1a Consistently follows basic safety rules independently across different situations

### PD4 Safety Awareness and Self-Care

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

PD.4.1b Identifies consequences of not following safety rules

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

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### Health-Personal Care Routines

PD.4.1a Initiates and completes familiar hygiene routines independently

### PD4 Safety Awareness and Self-Care

**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.)

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### Health-Feeding and Nutrition

PD.4.1a Assists adults in preparing simple foods to serve to self or others

### PD1 Physical Health, Growth

**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.)

PD.4.1b Recognizes nutritious food choices and healthy eating habits

**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.)

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### Motor-Gross Motor Development

PD.4.1a Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another

### PD2 Gross Motor Development

**PD2.1(4)** Refines mobility and moves with a purpose (walks backward in games/activities, runs smoothly, gallops, skips, walks heel-to-toe, hops on one foot)

PD.4.1b Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running

**PD2.2(4)** Coordinates body movements in place to accomplish a goal (kicks ball accurately in game, throws overhand, dribbles, and catches balls with increasing accuracy, swings bat/racket and makes contact with stationary objects, bounces and passes ball)

PD.4.1c Engages in more complex movements (e.g., riding a tricycle with ease)

**PD2.2(4)** Coordinates body movements in place to accomplish a goal (kicks ball accurately in game, throws overhand, dribbles, and catches balls with increasing accuracy, swings bat/racket and makes contact with stationary objects, bounces and passes ball)

PD.4.1d Engages in physical activities of increasing levels of intensity for sustained periods of time

**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

PD.4.1a Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)

**PD2.2(4)** Coordinates body movements in place to accomplish a goal (kicks ball accurately in game, throws overhand, dribbles, and catches balls with increasing accuracy, swings bat/racket and makes contact with stationary objects, bounces and passes ball)

**Motor-Gross Motor Perception (Sensorimotor)**

**PD2 Gross Motor Development**

PD.4.1a Acts and moves with purpose and independently recognizes differences in direction, distance and location

**PD2.1(4)** Refines mobility and moves with a purpose (walks backward in games/activities, runs smoothly, gallops, skips, walks heel-to-toe, hops on one foot)

PD.4.1b Demonstrates spatial awareness through play activities

**PD2.2(4)** Coordinates body movements in place to accomplish a goal (kicks ball accurately in game, throws overhand, dribbles, and catches balls with increasing accuracy, swings bat/racket and makes contact with stationary objects, bounces and passes ball)

**Motor-Fine Motor Development**

**PD3 Fine Motor Development**

PD.4.1a Shows hand control using various drawing and art tools with increasing coordination

**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)

PD.4.1b Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting

**PD3.1(4)** Uses small, precise hand movements to complete tasks (fastens clothing, folds paper with accuracy and symmetry; begins attempting to tie shoes, uses a dominant hand)

PD.4.1c Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)

**PD3.1(4)** Uses small, precise hand movements to complete tasks (fastens clothing, folds paper with accuracy and symmetry; begins attempting to tie shoes, uses a dominant hand)

## ATL Approaches to Learning

## 6: Approaches to Learning

### 3 to 4 Years

#### Eagerness and Curiosity

#### AL1 Curiosity, Initiative, and Risk-Taking

ATL.3.A1 Shows curiosity and is eager to learn new things and have new experiences

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

#### Persistence

#### AL3 Attention, Engagement, and Persistence

ATL.3.B1 Sustains attention for brief periods and finds help when needed

**AL3.1(3)** Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions

#### Creativity and Inventiveness

#### AL2 Creative Thinking, Problem-Solving, Reasoning

ATL.3.C1 Approaches daily activities with creativity

**AL2.1(3)** Generates ideas and suggestions in play situations; creates imaginative stories and begins to attempt joke telling

#### Planning and Reflection

#### AL4 Memory and Reflection

ATL.3.D1 Shows initial signs of planning and learning from their experiences

**AL4.1(3)** Recalls and applies routine knowledge (looks for seatbelt in vehicle, expects ball to come back when bounced); plays memory games

### 4 to 5 Years

#### Eagerness and Curiosity

#### AL1 Curiosity, Initiative, and Risk-Taking

ATL.4.A1 Shows increased curiosity and is eager to learn new things and have new experiences

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

#### Persistence

#### AL3 Attention, Engagement, and Persistence

ATL.4.B1 Attends to tasks for a brief period of time

**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

**Creativity and Inventiveness**

ATL.4.C1 Approaches daily activities with creativity and inventiveness

**AL2 Creative Thinking, Problem-Solving, Reasoning**

**AL2.1(4)** Participates creatively in play situations; creates and acts out imaginative stories/scenarios; changes words in sentences to employ humor; may use humor to amuse others to build friendships; tells/repeats simple jokes that make sense

**Planning and Reflection**

ATL.4.D1 Demonstrates some planning and learning from experiences

**AL4 Memory and Reflection**

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

**SED Social and Emotional Development**

**3 to 4 Years**

**5: Social-Emotional Development**

**Emotional Functioning**

SED.3.1a Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)

**SE3 Feelings and Emotions**

**SE3.1(3)** Acknowledges various emotions and feelings of others; may offer to help meet the needs of others

SED.3.2a Verbalizes own feelings and those of others

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

**Managing Emotions**

SED.3.1a Begins to verbalize their emotions

**SE4 Self-Regulation**

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

SED.3.2a Begins to sustain attention for brief period of time in group activities

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

**Building and Maintaining Relationships with Adults and Peers**

SED.3.1a Develops positive relationships and interacts comfortably with familiar adults

**SE2 Trust and Relationships**

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

SED.3.2a Builds social relationships and becomes more connected to other children

**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

SED.3.2b Demonstrates strategies for entry into social play 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

SED.3.2c Develops an initial understanding of bullying

**SE3.1(3)** Acknowledges various emotions and feelings of others; may offer to help meet the needs of others

SED.3.3a Able to suggest a potential solution to social problems and with adult support is able to follow through

**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

SED.3.4a Responds to the emotions of others with comforting words or actions

**SE3.1(3)** Acknowledges various emotions and feelings of others; may offer to help meet the needs of others

## Sense of Identity and Belonging

## SE1 Self-Awareness and Self-Concept

SED.3.1a Continues to play with preferred playmates

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

SED.3.2a Continues sustained independent play and participates in more planned group activities

**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

SED.3.3a Begins to show a willingness to be flexible if routines must change in minor ways

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

SED.3.4a Increasingly uses words to communicate needs and wants

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

SED.3.4b Begins to recognize preferences of others

**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

SED.3.4c Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size) **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

SED.3.4d Begins to identify self as part of a group (e.g., class or family) **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

## 4 to 5 Years

### Emotional Functioning

### SE3 Feelings and Emotions

SED.4.1a Recognizes the emotions of peers and responds with empathy and compassion **SE3.1(4)** Shows empathy and caring to others; responds to others emotions appropriately

SED.4.2a Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately **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

### Managing Emotions

### SE4 Self-Regulation

SED.4.1a Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support **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

SED.4.2a Increases attention to preferred activities and begins to attend to non-preferred activities **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

### Building and Maintaining Relationships with Adults and Peers

### SE2 Trust and Relationships

SED.4.1a Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults **SE2.1(4)** Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

SED.4.2a Plays with peers in a coordinated manner including assigning roles, materials and actions **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
SED.4.2b Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking	<b>SE2.2(4)</b> 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
SED.4.2c Responds appropriately to bullying behavior	<b>SE3.1(4)</b> Shows empathy and caring to others; responds to others emotions appropriately
SED.4.3a Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution	<b>SE2.2(4)</b> 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
SED.4.4a Able to take the perspective of others and actively respond in a manner that is consistent and supportive	<b>SE3.1(4)</b> Shows empathy and caring to others; responds to others emotions appropriately
<b>Sense of Identity and Belonging</b>	<b>SE1 Self-Awareness and Self-Concept</b>
SED.4.1a Engages in associative play and begins to play cooperatively with friends	<b>SE2.2(4)</b> 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
SED.4.2a Persists at individual planned experiences, caregiver-directed experiences and planned group activities	<b>SE2.2(4)</b> 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
SED.4.3a Demonstrates willingness to be flexible if routines must change	<b>SE4.1(4)</b> 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
SED.4.4a Uses words to communicate personal characteristics, preferences, thoughts and feelings	<b>SE1.2(4)</b> Expresses personal preferences and opinions; makes choices

SED.4.4b Recognizes preferences of others

**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

SED.4.4c Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)

**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

SED.4.4d Identifies self as a unique member of a group (e.g., class, school, family or larger community)

**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

**LL Language and Literacy**

**1: Language/Literacy**

**3 to 4 Years**

**Listening and Understanding**

**L1 Receptive Language (Listening)**

LL.3.1a Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal

**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.

LL.3.1b Shows understanding by answering factual questions and responding appropriately to what is said

**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.

LL.3.2a Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection

**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.

LL.3.2b Observes simple aspects of child's world and responds and reacts

**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.

LL.3.3a Achieves mastery of one-step directions and usually follows two-step 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.

## Speaking

LL.3.1a Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

## L2 Expressive Language (Speaking)

**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.

## Vocabulary

LL.3.1a Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)

## L2 Expressive Language (Speaking)

**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.

LL.3.1b Begins to understand the use of words in different context (including plurals and past tense in speech)

**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.

LL.3.2a Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)

**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.

LL.3.2b Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)

**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.

## Sentences and Structure

LL.3.1a Produces utterances of four to five units of meaning in length

## L2 Expressive Language (Speaking)

**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.

LL.3.1b Produces words and phrases using the regular past tense and the regular third person (e.g., "Daddy jumped." "We're building.")

**L2.3(3)** Communicates in expanding sentences; uses grammar rules that are age-appropriate.

LL.3.2a Produces sentences or phrases of two to five words including subject/verb/object (e.g., "Suzy has cookies." "My shirt's got blue flowers.")

**L2.3(3)** Communicates in expanding sentences; uses grammar rules that are age-appropriate.

LL.3.2b Asks more complex questions beginning with "is" (e.g., "Is David here?" "What was for lunch?")

**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.

LL.3.2c Uses conjunctions "and" and sometimes "because" in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)

**L2.3(3)** Communicates in expanding sentences; uses grammar rules that are age-appropriate.

## Conversation

## L2 Expressive Language (Speaking)

LL.3.1a Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information

**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.

LL.3.2a Asks and responds to increasingly longer and more complex sentences and simple questions

**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.

LL.3.3a Demonstrates awareness of nonverbal conversational rules

**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.

LL.3.3b Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)

**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.

LL.3.3c Begins to match language to social and academic contexts (e.g., uses volume appropriate to

**L2.1(3)** Speaks more clearly and is understood by most familiar adults; asks simple questions to extend



context)

conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.

## Emergent Reading

LL.3.1a Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others

## L3 Foundational Reading

**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).

LL.3.1b Begins to make real-world connections between stories and real-life experiences

**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.

LL.3.1c Interacts appropriately with books; pretends to read, holds book appropriately or picture reads

**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).

LL.3.1d Asks to be read to or asks the meaning of written text

**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).

LL.3.1e Participates in conversations that demonstrate appreciation of printed 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.

LL.3.2a Listens and matches rhythm, volume and pitch of rhymes, songs and chants

**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).



LL.3.3a Recognizes that print conveys meaning

**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.

LL.3.3b Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)

**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.

LL.3.3c Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)

**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.

LL.3.4a Retells or reenacts parts of a story after it is read aloud

**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.

## Emergent Writing

LL.3.1a Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas

## L4 Writing

**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).

## 4 to 5 Years

### Listening and Understanding

LL.4.1a Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others

### L1 Receptive Language (Listening)

**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.

LL.4.1b Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said

**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.

LL.4.2a Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge

**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).

LL.4.2b Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play

**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.

LL.4.3A Achieves mastery of two-step directions and usually follows three-step directions

**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.

## Speaking

## L2 Expressive Language (Speaking)

LL.4.1a Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

**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.

## Vocabulary

## L2 Expressive Language (Speaking)

LL.4.1a Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)

**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.

LL.4.1b Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments

**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.

LL.4.1c Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive 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.

LL.4.2a Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)

**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.

LL.4.2b Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)

**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.

LL.4.2c Identifies unfamiliar words asking for clarification

**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.

LL.4.2d Uses words in multiple contexts, with the understanding that some words have multiple meanings

**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.

## Sentences and Structure

## L2 Expressive Language (Speaking)

LL.4.1a Typically uses complete sentences of five or more words, usually with subject, verb and object order

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

LL.4.1b Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement

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

LL.4.1a Uses sentences with more than one phrase

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

LL.4.1b Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)

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

LL.4.1c Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning

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

## Conversation

## L2 Expressive Language (Speaking)

LL.4.1a Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like "please" and "thank you")

**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.

LL.4.2a Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations

**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.

LL.4.3a Demonstrates increased awareness of nonverbal conversational rules

**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.

LL.4.3b Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)

**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.

LL.4.3c Matches language to social and academic contexts (e.g., uses volume appropriate to context)

**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.

## Emergent Reading

LL.4.1a Selects books for reading enjoyment and reading related activities including pretending to read to self or others

## L3 Foundational Reading

**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).

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LL.4.1b Makes real-world connections between stories and real-life experiences

**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).

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LL.4.1c Interacts appropriately with books and other materials in a print-rich environment

**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).

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LL.4.1d Asks to be read to, asks the meaning of written text or compares books/stories

**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).

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LL.4.1e Initiates and participates in conversations that demonstrate appreciation of printed materials

**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).

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LL.4.2a Distinguishes individual words within spoken phrases or sentences

**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).

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LL.4.2b Combines words to make a compound word (e.g., "foot" + "ball" = "football")

**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).



LL.4.2c Deletes a word from a compound word (e.g., "starfish" - "star" = "fish")

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**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).

LL.4.2d Combines syllables into words (e.g., "sis" + "ter" = "sister")

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**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).

LL.4.2e Deletes a syllable from a word (e.g., "trumpet" - "trum" = "pet" or "candy" - "dy" = "can")

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**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).

LL.4.2f Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says "/c/" + "at," child can select the picture of the cat)

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**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).

LL.4.3a Recognizes that print conveys meaning

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**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.

LL.4.3b Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)

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**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.

LL.4.3c Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)

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**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.

LL.4.3d Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)

**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.

LL.4.4a Retells or reenacts story with increasing accuracy and complexity after it is read aloud

**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).

LL.4.4b Asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen ifâ?" "What was so silly aboutâ?" "How would you feel if youâ?")

**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).

## Emergent Writing

LL.4.1a Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)

## L4 Writing

**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.

LL.4.1b Uses letter-like shapes or letters to write words or parts of words

**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.

LL.4.1c Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters

**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.

## MT Mathematical Thinking

## 2: Math

### 3 to 4 Years

### Number Sense

### M1 Number Sense, Quantity, and Operations

M.3.1 Subitizes (immediately recognizes without counting) the number of objects in a set of four objects

**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.).

---

M.3.2 Counts and identifies the number sequence "1 to 10"

**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.).

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M.3.3 Begins to demonstrate one-to-one correspondence up to 10 during daily routines

**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.).

---

M.3.4 Identifies the last number spoken tells "how many" up to five (cardinality)

**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.).

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M.3.5 Counts sets constructed by the teacher to five and beyond

**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.).

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M.3.6 Constructs and counts sets of one to five and beyond

**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.).

---

M.3.1 Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems

**M1.2(3)** Understands adding objects to a group makes it larger and taking away objects from a group makes it smaller.

M.3.2 Changes size of a set of up to five objects by combining and taking away

**M1.2(3)** Understands adding objects to a group makes it larger and taking away objects from a group makes it smaller.

## Patterns

## M4 Patterns, Sorting/Classifying, Reasoning

M.3.1 Notices a pattern with a missing object and completes the pattern by filling in the missing object

**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).

M.3.2 Begins to duplicate a pattern from a model

**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).

## Geometry

## M2 Geometry and Spatial Sense

M.3.1 Recognizes and names typical shapes (circle, square, triangle)

**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.

M.3.2 Matches a wider variety of shapes and orientations

**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.

M.3.3 Explores three-dimensional shapes in the environment through play

**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.

## Spatial Relations

## M2 Geometry and Spatial Sense

M.3.1 Demonstrates an understanding of basic spatial directions through songs, finger plays and games

**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.

M.3.2 Demonstrates directionality, order and position of objects by following simple directions

**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.

**Measurement and Data**

M.3.1 Uses size words to label objects

**M3 Measurement and Data**

**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.

M.3.2 Explores two objects by making direct comparisons in length, weight and size using a single attribute

**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.

M.3.3 Measures object attributes using a variety of standard and nonstandard tools with adult guidance

**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.

M.3.4 Participates in group sorting and data collection

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

**4 to 5 Years**

**Number Sense**

M.4.1 Subitizes (immediately recognizes without counting) up to five objects

**M1 Number Sense, Quantity, and Operations**

**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.).

M.4.2 Counts and identifies the number sequence "1 to 31"

**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.).

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M.4.3 Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)

**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.).

---

M.4.4 Identifies the last number spoken tells "how many" up to 10 (cardinality)

**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.).

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M.4.5 Constructs and counts sets of objects (one to 10 and beyond)

**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.).

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M.4.6 Uses counting and matching strategies to find which is more, less than or equal to 10

**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.).

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M.4.7 Reads and writes some numerals one to 10 using appropriate activities

**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.).

## Number and Operations

M.4.1 Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems

M.4.2 Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out

## M1 Number Sense, Quantity, and Operations

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

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

## Patterns

M.4.1 Identifies and extends a simple AB repeating pattern

M.4.2 Duplicates a simple AB pattern using different objects

M.4.3 Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)

## M4 Patterns, Sorting/Classifying, Reasoning

**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.).

**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.).

**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.).

## Geometry

M.4.1 Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation

M.4.2 Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)

M.4.3 Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)

## M2 Geometry and Spatial Sense

**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.

**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.

**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.

M.4.4 Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)

**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.

## Spatial Relations

M.4.1 Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)

## M2 Geometry and Spatial Sense

**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.

M.4.2 Uses directions to move through space and find places in space

**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.

## Measurement and Data

M.4.1 Measures object attributes using a variety of standard and nonstandard tools

## M3 Measurement and Data

**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).

M.4.2 Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects

**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).

M.4.3 Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)

**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).

M.4.4 Represents, analyzes and discusses data (e.g. charts, graphs and tallies)

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

M.4.5 Begins to predict the results of data collection

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

## SI Scientific Inquiry

## 3: Science

### 3 to 4 Years

### Scientific Inquiry Through Exploration and Discovery

### SC1 Observation and Inquiry

SI.3.1a Begins to identify each of the five senses and how they relate to the sense organs

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

SI.3.1b Uses senses to observe and experience objects and environment

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

SI.3.2a Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)

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

SI.3.3a Makes simple predictions and reflects on what caused something to happen

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

describes observations.

SI.3.3b Participates in and discusses simple experiments

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

SI.3.3c Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different 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.

## Life Science

## SC3 Life Science

SI.3.1a Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)

**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).

SI.3.1b Begins to notice the similarities and differences among various living things

**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).

SI.3.1c Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)

**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).

SI.3.1d Explores the differences between living and non-living things

**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).

SI.3.1e Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)

**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).

## Physical Science

SI.3.1a Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)

## SC2 Physical Science

**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).

SI.3.1b Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)

**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).

SI.3.1c Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)

**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).

SI.3.1d Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating 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).

## Earth and Space Science

SI.3.1a Investigates and asks questions about the properties of water using adult- and child-directed activities

## SC4 Earth Science and Environment

**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).

SI.3.1b Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities

**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).

SI.3.1c Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)

**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.

SI.3.1d Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play

**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.

SI.3.1e Observes and discusses weather changes day to day

**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.

## Environment

## SC4 Earth Science and Environment

SI.3.1a Describes familiar people and objects in the environment

**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.

SI.3.1b Participates in activities to protect the environment

**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.

## Engineering and Technology

## SC1 Observation and Inquiry

SI.3.1c Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)

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

SI.3.1a Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)

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

SI.3.1b Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)

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

**4 to 5 Years**

**Scientific Inquiry Through Exploration and Discovery**

**SC1 Observation and Inquiry**

SI.4.1a Identifies each of the five senses and their relationship to each of the sense organs

**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.

SI.4.1b Begins to identify and make observations about what can be learned about the world using each of the five senses

**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.

SI.4.1c Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)

**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.

SI.4.2a Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)

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

SI.4.3a Makes predictions and tests their predictions through experimentation and investigation

**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.

SI.4.3b Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)

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

SI.4.3c Begins to form conclusions and construct explanations (e.g., What do the results mean?)

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.

SI.4.3d Shares findings and outcomes of experiments

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

## Life Science

SI.4.1a Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)

## SC3 Life Science

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).

SI.4.1b Notices the similarities and differences among various living things

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).

SI.4.1c Understands that all living things grow, change and go through life cycles

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).

SI.4.1d Begins to distinguish between living and non-living things

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).

SI.4.1e Observes that living things differ with regard to their needs and habitats

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).

## Physical Science

SI.4.1a Discusses what makes objects move the way they do and how the movement can be controlled

## SC2 Physical Science

**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).

SI.4.1b Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens

**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).

SI.4.1c Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and 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).

SI.4.1d Investigates and describes changing states of matter â liquid, solid and gas

**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).

SI.4.1e Explores the relationship of objects to light (e.g., light and shadows)

**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).

## Earth and Space Science

SI.4.1a Describes properties of water including changes in the states of water - liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)

## SC4 Earth Science and Environment

**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).

SI.4.1b Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)

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).

SI.4.1c Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars

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.

SI.4.1d Compares the daytime and nighttime cycle

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.

SI.4.1e Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)

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.

## Environment

## SC4 Earth Science and Environment

SI.4.1a Demonstrates how people use objects and natural resources in the environment

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

SI.4.1b Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)

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

SI.4.1c Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)

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

## Engineering and Technology

## SC1 Observation and Inquiry

SI.4.1a Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)

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

SI.4.1b Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)

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

SI.4.1c Uses appropriate tools and materials with greater flexibility to create or solve problems

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

SI.4.1d Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)

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

## SS Social Studies

## 4: Social Studies

### 3 to 4 Years

#### Culture

#### SS3 Culture, Family, and Community

SS.3.1 Begins to identify self as a member of a culture

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

SS.3.2 Begins to understand everyone belongs to a culture

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

SS.3.3 Explores culture of peers and families (classroom)

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

#### Individual Development and Identity

#### SS3 Culture, Family, and Community

SS.3.1 Recognizes characteristics of self as an individual

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

SS.3.2 Recognizes the ways self is similar to and different from peers and others

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

#### Individuals and Groups

#### SS3 Culture, Family, and Community

SS.3.1 Identifies self and others as part of a group

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

cultural characteristics of self, family, and community

SS.3.2 Identifies groups within a community

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

SS.3.3 Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)

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

SS.3.4 Exhibits emerging leadership skills and roles (e.g., line leader and door holder)

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

**Spaces, Places and Environments**

**SS2 Geography and Symbolic Representation**

SS.3.1 Recognizes the relationship of personal space to surroundings

**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

SS.3.2 Identifies own environment and other locations

**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

SS.3.3 Identifies basic physical characteristics (e.g., landmarks or land features)

**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

SS.3.4 Identifies basic physical characteristics (e.g., landmarks or land features)

**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

SS.3.5 Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)

**SS4.3(3)** Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones, music players, etc.)

## Time, Continuity and Change

SS.3.1 Recognizes sequence of events to establish a sense of order and time

## SS1 History and 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)

SS.3.2 Explores changes that take place over time in the immediate environment

**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)

## Governance, Civic Ideals and Practices

SS.3.1 Begins to recognize and follow rules and expectations in varying settings

## SS4 Government, Economics, and Technology

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

SS.3.2 Begins to participate in problem solving and decision making

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

SS.3.3 Begins to recognize national patriotic symbols (e.g., flag and eagle)

**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

## Economics and Resources

SS.3.1 Begins to recognize the difference between wants and needs

## SS4 Government, Economics, and Technology

**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

SS.3.2 Recognizes familiar people who perform different occupations

**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

## Technology and Our World

SS.3.1 Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players,

## SS4 Government, Economics, and Technology

**SS4.3(3)** Uses familiar and tries unfamiliar technology and media with adult guidance (tablets, smart phones,

digital cameras, computers or tablets)

music players, etc.)

## 4 to 5 Years

### Culture

### SS3 Culture, Family, and Community

SS.4.1 Identifies self as a member of a culture

**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

SS.4.2 Understands everyone belongs to a culture

**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

SS.4.3 Explores culture of peers and families in the classroom 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

SS.4.4 Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)

**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

### Individual Development and Identity

### SS3 Culture, Family, and Community

SS.4.1 Identifies characteristics of self as an individual

**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

SS.4.2 Identifies the ways self is similar to and different from peers and others

**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

SS.4.3 Recognizes individual responsibility as a member of a group (e.g., classroom or family)

**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



## Individuals and Groups

SS.4.1 Identifies differences and similarities of self and others as part of a group

## SS3 Culture, 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

SS.4.2 Explains the role of groups within a community

**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

SS.4.3 Demonstrates awareness of group rules (e.g., family, classroom, school or community)

**SS3.2(4)** Describes family roles, relationships, and rules; begins to learn phone number and address

SS.4.4 Exhibits leadership skills and roles (e.g., line leader and door holder)

**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

## Spaces, Places and Environments

SS.4.1 Identifies the relationship of personal space to surroundings

## SS2 Geography and Symbolic Representation

**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.

SS.4.2 Identifies differences and similarities between own environment and other locations

**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.

SS.4.3 Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)

**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.

SS.4.4 Uses spatial words (e.g., far/close, over/under and up/down)

**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.

SS.4.5 Recognizes some geographic tools and resources (e.g., maps, globes or GPS)

**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.

SS.4.6 Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)

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

## Time, Continuity and Change

## SS1 History and Events

SS.4.1 Identifies changes within a sequence of events to establish a sense of order and time

**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

SS.4.2 Observes and recognizes changes that take place over time in the immediate environment

**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

## Governance, Civic Ideals and Practices

## SS4 Government, Economics, and Technology

SS.4.1 Recognizes and follows rules and expectations in varying settings

**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

SS.4.2 Participates in problem solving and decision making

**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

SS.4.3 Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)

**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

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## Economics and Resources

## SS4 Government, Economics, and Technology

SS.4.1 Recognizes the difference between wants and needs

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

SS.4.2 Begins to recognize that people work to earn money to buy things they need or want

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

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## Technology and Our World

## SS4 Government, Economics, and Technology

SS.4.1 Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)

**SS4.3(4)** Uses technology and media for a variety of purposes with adult guidance across learning domains (uses a mouse to point and click; uses keyboard or touchscreen to enter simple words)

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## CE Creative Expression Through the Arts

## 8: Creative Arts

### 3 to 4 Years

#### Sensory Art Experience

#### CA1 Visual Arts

CE.3.1 Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials

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

CE.4.1 Combines with intention a variety of open-ended, process-oriented and diverse art materials

**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

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#### Music

#### CA2 Music

CE.3.1 Engages in a variety of individual and group musical activities with more coordinated intention

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

CE.3.2 Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g.,

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

singing, trying musical instruments or marching)

## Creative Movement

CE.3.1 Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

## CA3 Movement and Dance

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

## Imaginative and Creative Play

CE.3.1 Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment

## CA4 Dramatic Play and Imagination

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

## Appreciation of the Arts

CE.3.1 Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others

## CA1 Visual Arts

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

## 4 to 5 Years

### Music

CE.4.1 Actively participates in a variety of individual and group musical activities

### CA2 Music

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

CE.4.2 Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities

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

## Creative Movement

CE.4.1 Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

## CA3 Movement and Dance

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

## Imaginative and Creative Play

CE.4.1 Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, with others using a variety of objects in own environment

## CA4 Dramatic Play and Imagination

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

## Appreciation of the Arts

## CA1 Visual Arts

CE.4.1 Uses appropriate art vocabulary to describe own art creations and those of others

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

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CE.4.2 Compares own art to similar art forms

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

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CE.4.3 Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past

**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

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Source: Florida Office of Early Learning (2017)