

Correlation Chart

Montana Early Learning Standards for Preschool

Alignment with curriculum by FunShine Express®. Ages 3-5.

Montana Early Learning Standards for Preschoolers	FunShine Express® Learning Goals and Objectives
Emotional and Social	Social/Emotional Development
Culture	Self-Concept, Family and Community
Standard 1.1: Children develop an awareness of and appreciation for the similarities and differences between themselves and others.	
f. Demonstrate awareness and appreciation for own cultural background and heritage	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics SS7 Shows awareness of diverse backgrounds, cultural/global knowledge
g. Ask questions about other children and adults	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
h. Demonstrate respect for similarities and differences	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
i. Describe differences between people in different ages and stages	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
j. Demonstrate knowledge as well as awareness and appreciation for own culture	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics SS7 Shows awareness of diverse backgrounds, cultural/global knowledge
k. Recognize stereotypes that are culturally or linguistically unfair as well as other biased behaviors	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics SS7 Shows awareness of diverse backgrounds, cultural/global knowledge

Family	Family and Community, Self-Concept	
Standard 1.2: Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.		
g. Describe family members' roles and responsibilities and their contribution to the function of the family	SS5	Understands family roles, relationships, rules, jobs
h. Describe family relationships	SS5	Understands family roles, relationships, rules, jobs
i. Identify oneself as a member of a family and describe her family in a variety of ways	SS5	Understands family roles, relationships, rules, jobs
j. Recognize similarities and differences between his family and other families	SS5 SE1	Understands family roles, relationships, rules, jobs Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
Community	Relationships, Self- Concept, Family and Community	
Standard 1.3: Children develop an understanding of the basic principles of how communities function, including work roles and commerce.		
e. Play the role of different family or community members	SE7 SS5	Uses play to explore and practice social roles and relationships Understands family roles, relationships, rules, jobs
f. Demonstrate a beginning awareness of the function of money and commerce	SS10	Exhibits awareness of trade to obtain goods and/or services; recognizes that money comes in different forms, such as coins, dollar bills, and credit/debit cards
g. Recognize community workers and describe their jobs	SS8	Tells functions of some community helpers, parents' jobs, careers
h. Demonstrate community-building skills	SS8	Tells functions of some community helpers, parents' jobs, careers
i. Describe what she wants to be when grown up	SE2	Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics

Self-Concept	Self-Concept, Vocabulary
Standard 1.4: Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.	
f. Use the words, “me” and “mine” to claim his or her property	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
g. Name different body parts	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
h. Engage in play that he or she has chosen	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
i. Describe personal preferences and interests	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Self-Efficacy	Emotional Development, Self-Concept, Risk-Taking
Standard 1.5: Children demonstrate a belief in their abilities.	
f. Accept and adjust when things do not go his way	SE15 Manages feelings appropriately
g. Act as though her experiences and needs are a priority to everyone or can be generalized to everyone	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
h. Take risks to try new things	AL12 Welcomes new experiences, situations, play events, materials, friends
i. Exhibit independence	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
Self-Regulation	Self-Concept, Investigation, Emotional Development, Family and Community

Standard 1.6: Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.	
f. Strive for independence	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
g. Recognize own needs and take steps to fulfill them	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
h. Explore social cause and effect	S7 Uses “if/then” and “cause/effect” reasoning
i. Show empathy for others when he or she sees the consequences of his or her actions	SE17 Shows empathy and caring to others, respond to others emotions
j. Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed	SS6 Follows simple rules and routines
Expression of Emotion	Relationships, Emotional Development, Conversation
Standard 1.7: Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.	
e. Use words and dramatic play to describe, understand, and control impulses and feelings	SE7 Uses play to explore and practice social roles and relationships
f. Respond to another’s emotional reactions	SE17 Shows empathy and caring to others, respond to others emotions
g. Seek adult assistance for help resolving strong emotions	SE13 Seeks help or information when needed from adults
h. Associate emotions with words and facial expressions and communicate his or her feelings	L9 Uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)
i. Express a deeper and wider range of emotions	SE14 Recognizes and describes own emotions

j. Modify behaviors and emotions based on the environment and situation	SE14 Recognizes and describes own emotions
Interaction with Adults	Relationships, Conversation
Standard 1.8: Children show trust, develop emotional bonds, and interact comfortably with adults.	
f. Use pretend play as a way of making sense of relationships	SE7 Uses play to explore and practice social roles and relationships
g. Initiate and maintain interactions with adults using conversation or play	SE7 Uses play to explore and practice social roles and relationships L7 Initiates asking questions and responds in conversation with others
h. Express appropriate affection for significant adults	SE8 Interacts comfortably with familiar adults
i. Seek adult affirmations	SE8 Interacts comfortably with familiar adults SE13 Seeks help or information when needed from adults
Interaction with Peers	Relationships
Standard 1.9: Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.	
e. Participate in turn-taking when assisted by an adult	SE9 Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
f. React to another child's attempts to take away a toy, and look to an adult for assistance	SE12 Plays cooperatively with others; resolves some conflicts, uses constructive language SE13 Seeks help or information when needed from adults
g. Prefer certain playmates and develop warm bonds with peers	SE10 Interacts with one or more children; develops special friendships
h. Negotiate play with small groups of children	SE12 Plays cooperatively with others; resolves some conflicts, uses constructive language

i. Cooperate with others	SE12	Plays cooperatively with others; resolves some conflicts, uses constructive language
j. Use problem-solving strategies when conflicts arise with peers	SE12	Plays cooperatively with others; resolves some conflicts, uses constructive language
Physical	Physical Development	
Fine Motor Skills	Fine Motor, Self-Care	
Standard 2.1: Children develop small muscle strength, coordination, and skills.		
d. Scribble with a crayon or marker	PD4	Begins to control use of writing, drawing, art tools, and art/craft mediums
e. Engage in self-help skills	PD8	Undresses or dresses self independently, other than help with difficult fasteners
f. Perform increasingly more sophisticated actions requiring eyehand coordination	PD2	Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard
Gross Motor Skills	Gross Motor	
Standard 2.2: Children develop large muscle strength, coordination, and skills.		
f. Refine motor coordination and skills to play with toys and people	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline
g. Demonstrate increased ability to use skills requiring balance	PD5	Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
h. Perform large motor movement alone or with others	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline

i. Manipulate objects with large muscles	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline
Sensorimotor Development	Spatial Relations, Gross Motor, Movement and Dance, Dramatic Play	
Standard 2.3: Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.		
f. Demonstrate an awareness of her body in space	M20 M21	Understands directions/positional concepts: top/bottom, go/stop, far/near, up/down, over/under, out/in, above/below, in front/behind, in-side/outside, etc. Describes position from different perspectives: "I am, you are."
g. Practice sensory integration	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping, crossing the midline
h. Adapt movements to specific situations	PD7	Develops strength, flexibility, and stamina through vigorous play and by using equipment
i. Demonstrate concepts through movement	A8 A9	Designs original movements and interpretations; uses creative movement and dance across learning domains Participates in creative dramatic play and make-believe
Daily Living Skills	Self-Care, Conversation	
Standard 2.4: Children demonstrate personal health and hygiene skills as they develop and practice basic care routines.		
d. Take an interest in meeting physical needs	PD8 PD9 PD13	Undresses or dresses self independently, other than help with difficult fasteners Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food Cares for toileting needs independently
e. Participate in healthy routines	PD10 PD11 PD12	Washes hands and face without assistance Brushes teeth independently Uses tissue for nose, napkin for hand/face appropriately, independently

f. Communicate with an adult when not feeling well	L8	Shares opinions, experiences, and ideas with others with words
g. Participate in bathroom routines with growing independence	PD13	Cares for toileting needs independently
Nutrition	Self-Care	
Standard 2.5: Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.		
c. Consume a variety of healthy foods from all five food groups	PD9	Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food
d. Consume appropriate amounts of healthy beverages	PD9	Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food
e. Participate in meals	PD9	Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food
f. Identify healthy foods options	PD9	Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food
Physical Fitness	Gross Motor, Self-Care	
Standard 2.6: Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.		
d. Participate in simple games, dance, outdoor play, and other forms of movement	PD7 PD14	Develops strength, flexibility, and stamina through vigorous play and by using equipment Participates in a variety of physical activities; exhibits increasing awareness of the importance of exercise
e. Engage in activities requiring new skills, without adult assistance	PD7 PD14	Develops strength, flexibility, and stamina through vigorous play and by using equipment Participates in a variety of physical activities; exhibits increasing awareness of the importance of exercise

f. Participate in physically active games with peers	PD7 PD14	Develops strength, flexibility, and stamina through vigorous play and by using equipment Participates in a variety of physical activities; exhibits increasing awareness of the importance of exercise
g. Recognize the positive feelings experienced during and after physical activity	PD14	Participates in a variety of physical activities; exhibits increasing awareness of the importance of exercise
Safety Practices and Awareness of Rules	Self-Care, Self-Concept, Emotional Development, Family and Community	
Standard 2.7: Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.		
d. Recognize rules and follow basic safety instructions	PD15	Follows basic safety and health rules
e. Identify who has hurt or made him or her feel bad	SE15	Manages feelings appropriately
f. Understand and anticipate potential consequences of disregarding rules	SS5 SS6	Understands family roles, relationships, rules, jobs Follows simple rules and routines
g. Recognize and describe the reasons for rules	SS5 SS6	Understands family roles, relationships, rules, jobs Follows simple rules and routines
h. Make choices about behaviors or activities when presented with alternatives	SE3	Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
i. Control or appropriately express intense emotions most of the time	SE15	Manages feelings appropriately

Communication	Language/Literacy	
Receptive Communication (Listening and Understanding)	Conversation, Listening, Spatial Relations, Vocabulary	
<p>Standard 3.1: Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to learning.</p>		
<p>e. Use one or two words to respond to “what,” “who,” “whose,” and “where” questions in context</p>	L7	Initiates asking questions and responds in conversation with others
<p>f. Respond to songs, rhymes, or stories</p>	L4	Listens and responds to rhymes and rhythms
<p>g. Follow a two-step interrelated direction</p>	L1	Follows 2 and 3 step directions of increasing complexity
<p>h. Demonstrate an understanding of words that describe spatial concepts</p>	M21	Describes position from different perspectives: “I am, you are.”
<p>i. Use and respond to “how,” “why,” and “when” questions appropriately</p>	L7	Initiates asking questions and responds in conversation with others
<p>j. Follow three and four-step directions</p>	M21	Describes position from different perspectives: “I am, you are.”
<p>k. Focus on the meaning of words to enhance understanding and build vocabulary</p>	L11 L12	Demonstrates growing understanding of words and meanings, including language of specific learning domains Converses with a rapidly expanding vocabulary

Expressive Communication (Speaking and Signing)	Vocabulary, Conversation, Emotional Development	
Standard 3.2: Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.		
h. Ask others to label unfamiliar objects.	L11 L12	Demonstrates growing understanding of words and meanings, including language of specific learning domains Converses with a rapidly expanding vocabulary
i. Produce two-word phrases	L13	Connects phrases and sentences to build ideas
j. Talk or vocalize to self during play	L5	Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language
k. Use multi-word phrases and full sentences	L14	Speaks in sentences using grammar that is age-appropriate
l. Express feelings with words	SE14	Recognizes and describes own emotions
m. Initiate and participate in conversations with peers and adults	L7 L8	Initiates asking questions and responds in conversation with others Shares opinions, experiences, and ideas with others with words
n. Use increasingly longer sentences	L14	Speaks in sentences using grammar that is age-appropriate
o. Demonstrate correct grammar usage more consistently	L14	Speaks in sentences using grammar that is age-appropriate
p. Use new words	L11 L12	Demonstrates growing understanding of words and meanings, including language of specific learning domains Converses with a rapidly expanding vocabulary
q. Relate a story or event with increasing detail and coherence	L8	Shares opinions, experiences, and ideas with others with words

Social Communication	Conversation	
Standard 3.3: Children develop skills that help them interact and communicate with others in effective ways.		
g. Initiate communication with others	L8	Shares opinions, experiences, and ideas with others with words
h. Demonstrate turn-taking in play and conversation	L9	Uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)
i. Use language appropriately with different audiences	L9	Uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)
j. Use language appropriately depending on the situation	L9	Uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)
k. Adjust intonation and volume of speech for a variety of settings	L9	Uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)
English Language Learners: Dual Language Acquisition	Conversation	
Standard 3.4: Children develop competency in their home language while becoming proficient in English.		
a. Use home or first language	L5	Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language
b. Demonstrate a period of adjustment to learning a new language	L10	Listens to and repeats words in world languages
c. Follow simple directions in home language or in English	L10	Listens to and repeats words in world languages
d. Speak in short phrases in English	L5	Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language

e. Use English for informal purposes and rely on home language for formal learning	L5	Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language
f. Adjust communication form for the audience	L5	Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language
Early Reading and Book Appreciation	Emergent Reading, Listening, Emergent Writing, Persistence	
Standard 3.5: Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.		
h. Indicate that the pictures on a page are related to the text	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
i. Purposefully explore books with respect to proper position and use	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
j. Demonstrate interest in books and reading	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
k. Repeat simple songs, rhymes, or stories	L4 L15	Listens and responds to rhymes and rhythms Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
l. Use books, magazines, and other printed materials to enhance play	L16	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, connecting text with personal experiences, making predictions based on text read aloud, comparing similar texts, discussing author, illustrator, and parts of a text

m. Recognize print or symbols in the neighborhood, community, and environment	L22	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
n. Demonstrate an understanding that print progresses from left to right	L19	Understands left to right, top to bottom process of reading
o. Identify the title of a book	L16	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, connecting text with personal experiences, making predictions based on text read aloud, comparing similar texts, discussing author, illustrator, and parts of a text
p. Demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories	L23	Shows awareness that a word is made up of letters
q. Sustain attention to increasingly longer books and stories	AL7	Works at a task despite distractions or interruptions
Print Development/Writing	Emergent Writing	
Standard 3.6: Children develop interest and skills in using symbols as a meaningful form of communication.		
e. Imitate others who are writing or drawing shapes	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
f. Demonstrate controlled linear scribbles	L21	Shows interest in written expression: scribbling, drawing a person, responding to text, describing experiences and events
g. Write letters, letter-like shapes, and inventive words	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
h. Use print in play	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
i. Demonstrate an understanding that print holds meaning and that thoughts and ideas can be written down	L22	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes

j. Form letters to approximate conventional forms	L24 L25	Begins to copy or write own name Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
k. Write his or her own name	L24	Begins to copy or write own name
l. Write familiar words using accepted writing format	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
Print Concepts	Emergent Writing, Emergent Reading	
Standard 3.7: Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).		
d. Demonstrate an understanding that print represents words	L23	Shows awareness that a word is made up of letters
e. Respond to print in the environment	L22	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
f. Demonstrate an awareness that letters of the alphabet can be individually named	L18	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
g. Identify letters	L18	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
h. Match letters and their sound	L18	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters

Phonological Awareness	Emergent Reading
<p>Standard 3.8: Children develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.</p>	
<p>d. Imitate rhyming patterns</p>	<p>L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme</p>
<p>e. Discriminate and identify sounds in spoken language</p>	<p>L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme</p>
<p>f. Demonstrate an increased awareness of beginning and ending sounds of words</p>	<p>L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme</p>
<p>g. Demonstrate progress in rhyming words</p>	<p>L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme</p>
<p>h. Hear and separate words into syllables</p>	<p>L17 Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme</p>

Cognition	Cognitive Development
Approaches to Learning	Approaches to Learning
Curiosity	Questioning, Curiosity, Persistence, Self-Concept
Standard 4.1: Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.	
e. Ask simple questions	S4 Asks why, where, when, how, what, and seeks answers through exploration
f. Show interest in new activities	AL5 Demonstrates inquisitiveness about subjects and objects
g. Study materials to find how they work	AL6 Is not easily discouraged, seeks help to overcome problems AL9 Observes or contemplates and applies knowledge to a new situation
h. Ask more complex questions	S4 Asks why, where, when, how, what, and seeks answers through exploration
i. Develop personal interests	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Initiative and Self-Direction	Imagination, Self-Concept, Reflection
Standard 4.2: Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.	
d. Approach tasks and activities with increased flexibility, imagination and inventiveness	AL1 Shows creativity, flexibility, and inventiveness in play experiences
e. Begin to take a few risks and try new ways of doing things	AL3 Uses new strategies to solve problems
f. Make decisions and choices	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics

g. Develop procedures and thinking skills for investigating the world and making decisions	AL5	Demonstrates inquisitiveness about subjects and objects
h. Plan and achieve a goal	AL11	Makes a plan before beginning a task and follows through
Persistence and Attentiveness	Persistence	
Standard 4.3: Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.		
f. Develop skills through repetitive practice	AL7	Works at a task despite distractions or interruptions
g. Persist in meeting a challenge, despite distractions or frustrations	AL6 AL7	Is not easily discouraged, seeks help to overcome problems Works at a task despite distractions or interruptions
h. Sustain attention when peers or adults are the focus of the activity	AL7	Works at a task despite distractions or interruptions
i. Work on a task that extends over a period of time	AL7	Works at a task despite distractions or interruptions
Reflection and Interpretation	Reflection, History and Events, Imagination	
Standard 4.4: Children develop skills in thinking about their learning in order to inform future decisions.		
e. Alter present behavior based on past results (or lack of results)	AL9	Observes or contemplates and applies knowledge to a new situation
f. Relate an experience from the past to guide present behavior	AL9	Observes or contemplates and applies knowledge to a new situation
g. Tell others about events in the past	SS1	Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.

h. Work out a problem or a challenge mentally	AL3	Uses new strategies to solve problems
i. Use a variety of methods to express thoughts and feelings	AL3	Uses new strategies to solve problems
Reasoning and Representational Thought	Investigation, Imagination	
Standard 4.5: Children develop skills in causation, critical and analytical thinking, problem solving, and representational thought.		
f. Experiment with cause and effect	S7	Uses “if/then” and “cause/effect” reasoning
g. Try several methods to solve a problem before asking for assistance	AL3	Uses new strategies to solve problems
h. Notice and describe how items are the same or different	S8	Makes comparisons among objects and groups
i. Explain the effects that actions might have upon objects	S7	Uses “if/then” and “cause/effect” reasoning
Creative Arts	Creative Art Expression	
Creative Movement and Dance	Music, Movement and Dance, Gross Motor, Art	
Standard 4.6: Children produce rhythmic movements spontaneously and in imitation, with growing technical and artistic abilities.		
e. Explore a variety of ways of moving with and without music	A7 A8	Participates in creative movement and dance Designs original movements and interpretations; uses creative movement and dance across learning domains
h. Alter movements according to the tempo (fast/slow) and dynamics (soft/ loud) of music	A5 A8	Explores with sound, melody, tone, rhythm, beat Designs original movements and interpretations; uses creative movement and dance across learning domains

i. Move with balance and coordination	PD5	Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
j. Participate in guided movement activities	A8	Designs original movements and interpretations; uses creative movement and dance across learning domains
k. Watch dance and creative movement performances with attention	A3	Appreciates artistic creations of others and art events; shares opinions about likes and dislikes
Drama	Imagination, Emergent Reading, Relationships	
Standard 4.7: Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.		
e. Imitate real life experiences in play	AL2	Takes on various roles in make-believe play
f. Role-play using stories from books, poems, or imaginary themes including the elements of drama, such as character, place, theme, and idea	L16	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, connecting text with personal experiences, making predictions based on text read aloud, comparing similar texts, discussing author, illustrator, and parts of a text
g. Engage in cooperative peer play in which there is a shared purpose	SE11	Participates in group song, dance, acting/role-play
h. Create and direct complex scenarios based on individual and group ideas or past experiences	SE11	Participates in group song, dance, acting/role-play
Music	Music, Emergent Writing	
Standard 4.8: Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.		

e. Show interest in musical instruments	A6	Uses and shows interest in a variety of musical instruments for expression
f. Sing along to familiar songs	A4	Knows and sings songs; uses music across learning domains
g. Change vocalizations to accommodate the tempo (fast/slow) and dynamics (soft/loud) of music	A5	Explores with sound, melody, tone, rhythm, beat
h. Experiment with musical words and sounds	A5	Explores with sound, melody, tone, rhythm, beat
i. Imitate and produce rhythmic patterns to familiar songs	A5	Explores with sound, melody, tone, rhythm, beat
j. Use conventional symbols to represent musical notes or invent symbols to represent sounds	L21	Shows interest in written expression: scribbling, drawing a person, responding to text, describing experiences and events
Visual Arts	Art	
Standard 4.9: Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.		
f. Experiment with a variety of art materials and develop increasing ability to use art media	A1	Uses a variety of art materials for exploration, and across learning domains
g. Use different colors, surface textures, and shapes to create form and meaning	A1	Uses a variety of art materials for exploration, and across learning domains
h. Display a sense of wonder and ask questions about works of art	A3	Appreciates artistic creations of others and art events; shares opinions about likes and dislikes
i. Express feelings, ideas, and concepts about art	A3	Appreciates artistic creations of others and art events; shares opinions about likes and dislikes
k. Create and appreciate works of art representing cultural lifestyles	A3	Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

Mathematics and Numeracy	Math
Number Sense and Operations	Vocabulary, Numbers
Standard 4.10: Children develop the ability to think and work with numbers to understand their uses, and describe numerical relationships through structured and everyday experiences.	
d. Use correct terms to describe simple mathematical concepts	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
e. Move from inventive counting to accurate rote counting	M1 Grows in rote counting and sequencing of numbers
h. Count objects demonstrating one-to-one correspondence and meaning	M3 Understands and uses 1-1 correspondence
i. Match numerals with the correct amount of objects	M4 Counts and builds sets
j. Set up simple addition and subtraction problems	M6 Understands adding and subtracting from a set
Measurement	Patterns, Measurement, Vocabulary
Standard 4.11: Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.	
c. Arrange a few objects in order by size, with assistance	M13 Seriates a group of like objects (small, medium, large or light, medium, dark)
d. Explore measuring tools	M14 Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)

e. Use appropriate terms/language to describe measurable attributes	M14 L11	Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) Demonstrates growing understanding of words and meanings, including language of specific learning domains
f. Recognize time as a sequence of events that relates to the routines of daily life	L11	Demonstrates growing understanding of words and meanings, including language of specific learning domains
g. Organize objects without assistance	M9	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
h. Estimate measurement characteristics of familiar objects or events	M15	Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.)
i. Measure length by laying units end to end	M15	Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.)
Data Analysis	Patterns, Investigation	
Standard 4.12: Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.		
b. Collect items that have common characteristics	M9 S8	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons Makes comparisons among objects and groups
c. Match, sort, put in order, and regroup objects using one or two attributes	M9 S8	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons Makes comparisons among objects and groups
d. Convey the concepts and use correct terms associated with classification and comparison	M9 S8	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons Makes comparisons among objects and groups
e. Identify how items in a group are similar	M9 S8	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons Makes comparisons among objects and groups

Algebraic Thinking	Patterns, Investigation, Emergent Reading	
Standard 4.13: Children learn to identify, describe, produce, and create patterns using mathematical language and materials.		
b. Classify, label, and sort familiar objects into a known group	M9 S8	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons Makes comparisons among objects and groups
c. Recognize patterns using a variety of materials	M10	Recognizes patterns: can tell “what comes next?”
d. Predict what comes next in a simple pattern	M10	Recognizes patterns: can tell “what comes next?”
e. Reproduce simple patterns of concrete objects	M10	Recognizes patterns: can tell “what comes next?”
f. Reproduce simple patterns of sound and movement	M10	Recognizes patterns: can tell “what comes next?”
g. Describe a sequence of events	L20	Understands structure: beginning, middle, end of a story
Geometry and Spatial Reasoning	Geometry, Emergent Writing, Spatial Relations, People and the Environment	
Standard 4.14: Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.		
c. Recognize and describe twodimensional shapes	M17	Demonstrates age-appropriate knowledge of geometric shapes
d. Describe different two and threedimensional shapes and name common characteristics	M17	Demonstrates age-appropriate knowledge of geometric shapes

e. Create geometric shapes	M17 L25	Demonstrates age-appropriate knowledge of geometric shapes Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
f. Use position words that indicate where objects are located in space	M20	Understands directions/positional concepts: top/bottom, go/stop, far/near, up/down, over/under, out/in, above/below, in front/behind, inside/outside, etc.
g. Demonstrate an understanding of size and shape relationships	M14	Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
h. Experiment with mapping skills	SS3	Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address/phone number
Science	Science	
Scientific Thinking and Use of the Scientific Method	Observation, Measurement, Curiosity, Reflection, Investigation	
Standard 4.15: As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.		
d. Identify similarities and differences among objects	S1	Explores materials and makes observations, predictions based on information gathered from the senses
e. Participate in simple teacher-initiated investigations to test observations, discuss and draw conclusions, and form generalizations	S1 S3	Explores materials and makes observations, predictions based on information gathered from the senses Makes predictions based on past experiences and observations
f. Collect, describe and record information through a variety of means	M16	Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs

g. Develop procedures and thinking skills for investigating the world, solving problems, and making decisions	AL5 AL10 AL11	Demonstrates inquisitiveness about subjects and objects Generates ideas, suggestions Makes a plan before beginning a task and follows through
h. Formulate answers to own questions using the scientific method	S7	Uses “if/then” and “cause/effect” reasoning
Life Science	Observation, People and the Environment	
Standard 4.16: Children develop understanding of and compassion for living things.		
c. Identify plants and animals in the neighborhood	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
d. Describe simple behaviors of animals	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
e. Engage with plants and animals in a respectful way, without adult prompting	S2 SS4	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics Shows respect for living things
f. Identify the basic needs of living things	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
g. Describe the relationship between living things and their habitat	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
h. Observe and describe plants, insects, and animals as they go through predictable life cycles	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
i. Investigate, describe, and compare the characteristics that differentiate living from non-living things	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics

Physical Science	Investigation, Observation, Vocabulary
Standard 4.17: Children develop an understanding of the physical world (the nature and properties of energy, non-living matter, and the forces that give order to the natural world).	
c. Explore cause and effect	S7 Uses “if/then” and “cause/effect” reasoning
d. Explore how objects move	S7 Uses “if/then” and “cause/effect” reasoning
e. Use tools to explore the properties and characteristics of objects	S6 Uses tools such as scale, magnifier, bug catcher, map, or binoculars for investigation
f. Compare, contrast, and describe objects based upon their characteristics	S8 Makes comparisons among objects and groups
g. Notice and describe qualities of sound and light	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
h. Explore and describe how properties of objects and materials can be changed	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
i. Plan and carry out investigations on the behavior of moving things	S1 Explores materials and makes observations, predictions based on information gathered from the senses
j. Use vocabulary that demonstrates a basic understanding of scientific principles related to the physical world	L11 Demonstrates growing understanding of words and meanings, including language of specific learning domains
Earth and Space	Observation, Vocabulary, Measurement
Standard 4.18: Children develop an understanding of the earth and planets.	
c. Identify characteristics of night and day	S2 Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics

d. Identify or label earth's materials	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
e. Identify the weather and notice changes in the weather	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
f. Demonstrate curiosity and ask questions about the earth, sun, or moon	S2 S4	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics Asks why, where, when, how, what, and seeks answers through exploration
g. Develop vocabulary for the natural features of the earth and sky	L11	Demonstrates growing understanding of words and meanings, including language of specific learning domains
h. Investigate properties of natural objects and the environment	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
i. Interact with and explore a variety of natural outdoor environments	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
j. Describe the change of seasons	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
k. Classify objects by attributes or characteristics	S8	Makes comparisons among objects and groups
l. Make observations of the moon, sun, clouds, and sky, and record them over time	S1 M16	Explores materials and makes observations, predictions based on information gathered from the senses Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
Engineering	Imagination, Questioning	
Standard 4.19: Children develop an understanding of the processes that assist people in designing and building.		

c. Continue to try new ways to resolve a problem if the first solution does not work	AL3	Uses new strategies to solve problems
d. Use simple machines and materials during play	AL1	Shows creativity, flexibility, and inventiveness in play experiences
e. Design, build, and test solutions during play	AL1	Shows creativity, flexibility, and inventiveness in play experiences
f. Design, build, and test solutions when presented with a challenge	AL1 AL3	Shows creativity, flexibility, and inventiveness in play experiences Uses new strategies to solve problems
g. Use a formalized design process of investigation, invention, implementation, and evaluation with guidance	S4	Asks why, where, when, how, what, and seeks answers through exploration
Social Studies	Social Studies	
Time (History)	History and Events, Observation, Vocabulary	
Standard 4.20: Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.		
e. Experiment with general terms related to the elements of time	SS1	Shows awareness of concepts of time/ sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
f. Make simple predictions	S1	Explores materials and makes observations, predictions based on information gathered from the senses
g. Use terms relative to time sequence	S1	Shows awareness of concepts of time/ sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
h. Demonstrate an awareness of the past	S1	Shows awareness of concepts of time/ sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.

i. Use correct vocabulary for days of the week and names of the months, although not always correctly or in conventional order	SS1 L11	Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc. Demonstrates growing understanding of words and meanings, including language of specific learning domains
Places, Regions, and Spatial Awareness (Geography)	People and the Environment	
Standard 4.21: Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.		
d. Demonstrate understanding of physical relationships	SS3	Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address/phone number
e. Create representations of locations and space	SS3	Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address/phone number
f. Experiment with maps, compasses, globes, or navigational charts	SS3	Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address/phone number
g. Identify where he or she lives	SS3	Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address/phone number
h. Use a simple map	SS3	Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address/phone number
The Physical World (Ecology)	People and the Environment, Imagination, Observation	
Standard 4.22: Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.		
d. Take simple actions to care for his or her environment	SS2	Engages in caring for the environment and conservation

e. Use natural objects for play	AL1	Shows creativity, flexibility, and inventiveness in play experiences
f. Recognize changes in his or her home, neighborhood, or other familiar place	SS3	Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address/phone number
g. Take responsibility for caring for living things	SS4	Shows respect for living things
h. Notice changes in the weather and seasons and discuss the changes and their impact	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
i. Identify and describe natural features in the environment, and how natural resources are used	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
j. Exhibit simple conservation behaviors	SS2	Engages in caring for the environment and conservation
Technology	Family and Community	
Standard 4.23: Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.		
d. Use technological resources to communicate with others	SS11	Exhibits some knowledge of technology and media
e. Use correct terms and vocabulary to describe technological tools and procedures	SS11	Exhibits some knowledge of technology and media
f. Identify ways in which technology is a tool	SS11	Exhibits some knowledge of technology and media
g. Demonstrate appropriate use and care of technological tools	SS11	Exhibits some knowledge of technology and media
h. Use technology as a tool for learning new information	SS11	Exhibits some knowledge of technology and media