

Correlation Chart

Iowa Early Learning Standards

Alignment with Preschool Curriculum by FunShine Online® Ages 3-5

Iowa Early Learning Standards	FunShine Online® Learning Goals and Objectives
Physical Well-Being and Motor Development	Physical Development/Health
8.1 Healthy and Safe Living	Self-Care, Conversation
1. begins to recognize and select healthy foods.	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
2. follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom.	PD10 Washes hands and face without assistance PD11 Brushes teeth independently PD12 Uses tissue for nose, napkin for hand/face appropriately, independently PD13 Cares for toileting needs independently
3. develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	PD16 Demonstrates visual and auditory ability and general good health and sleep habits to enable learning
4. demonstrates safe behaviors regarding environment (e.g., stranger, tornado, fire, traffic), substances (e.g., drugs, poisons), and objects (e.g., guns, knives, scissors).	PD15 Follows basic safety and health rules
5. communicates safety rules and the reasons for them.	PD15 Follows basic safety and health rules L8 Shares opinions, experiences, and ideas with others with words
8.2 Large Motor Development	Gross Motor
1. demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	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

2. demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing balls.	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping
3. expresses enjoyment in participating in physical experiences.	PD7	Develops strength, flexibility, and stamina through vigorous play and by using equipment
8.3 Small Motor Development	Fine Motor	
1. uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials such as beads, pegs, shoelaces, and puzzle pieces.	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
2. demonstrates increased skills in using scissors and writing tools for various learning experiences.	PD3 PD4	Uses scissors to cut shapes from paper Begins to control use of writing, drawing, art tools, and art/craft mediums
Approaches to Learning	Approaches to Learning	
9.1 Curiosity and Initiative	Self-Concept, Risk-Taking, Imagination, Questioning, Investigation	
1. deliberately chooses to explore a variety of materials and experiences, seeking out new challenges.	SE5 AL12	Chooses new as well as familiar activities Welcomes new experiences, situations, play events, materials, friends
2. participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	AL12 AL1 SE3	Welcomes new experiences, situations, play events, materials, friends Shows creativity, flexibility, and inventiveness in play experiences Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
3. asks questions about a variety of topics.	S4	Asks why, where, when, how, what, and seeks answers through exploration
4. repeats skills and experiences to build competence and support the exploration of new ideas.	S7	Uses “if/then” and “cause/effect” reasoning
9.2 Engagement and Persistence	Persistence, Reflection, Self-Concept	
1. persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.	AL8	Usually completes reasonable tasks or stays engaged

2. maintains concentration on a task despite distractions and interruptions.	AL7	Works at a task despite distractions or interruptions
3. sets goals and follows a plan in order to complete a task.	AL11	Makes a plan before beginning a task and follows through
4. chooses to participate in play and learning experiences.	SE5	Chooses new as well as familiar activities
9.3 Reasoning and Problem Solving	Imagination, Reflection	
1. shows interest in and finds a variety of solutions to questions, tasks, or problems.	AL3	Uses new strategies to solve problems
2. recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.	AL3	Uses new strategies to solve problems
3. shares ideas or makes suggestions of how to solve a problem presented by another person.	AL3 AL10	Uses new strategies to solve problems Generates ideas, suggestions
9.4 Play and Senses	Gross Motor, Self-Care, Observation, Reflection	
1. participates in a variety of indoor and outdoor play experiences that increase strength, endurance, and flexibility.	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
2. uses sights, smells, sounds, textures, and tastes to discriminate between and explore experiences, materials, and the environment.	S1	Explores materials and makes observations, predictions based on information gathered from the senses
3. engages in child-initiated, unstructured play.	PD7	Develops strength, flexibility, and stamina through vigorous play and by using equipment
4. plans and executes play experiences alone and with peers.	AL10	Generates ideas, suggestions

Social and Emotional Development	
10.1 Self	Self-Concept, Conversation
1. expresses a positive sense of self in terms of specific abilities.	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
2. expresses needs, wants, opinions, and feelings in socially appropriate ways.	L5 Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language
3. demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.	SE2 Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
4. recognizes own power to make choices.	SE5 Chooses new as well as familiar activities SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
10.2 Self-Regulation	Self-Concept, Persistence, Conversation, Emotional Development
1. demonstrates the ability to monitor his/her own behavior and its effects on others, following and contributing to adult expectations.	SE4 Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits
2. persists with difficult tasks without becoming overly frustrated.	AL8 Usually completes reasonable tasks or stays engaged
3. begins to accept consequences of his/her own actions.	SE4 Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits
4. manages transitions and changes to routines.	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
5. states feelings, needs, and opinions in difficult situations without harming self, others, or property.	L8 Shares opinions, experiences, and ideas with others with words
6. expresses an increasing range and variety of emotions, and transitions between feeling states become smoother.	SE14 Recognizes and describes own emotions SE15 Manages feelings appropriately

10.3 Relationships with Adults	Relationships	
1. interacts comfortably with familiar adults.	SE8	Interacts comfortably with familiar adults
2. accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	SE13	Seeks help or information when needed from adults
3. expresses affection toward familiar adults.	SE8	Interacts comfortably with familiar adults
4. shows trust in familiar adults.	SE8	Interacts comfortably with familiar adults
5. seeks help, as needed, from familiar adults.	SE8	Interacts comfortably with familiar adults
10.4 Relationships with Children		
1. initiates and sustains positive interactions with peers.	SE9	Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
2. develops friendships with other peers.	SE10	Interacts with one or more children; develops special friendships
3. negotiates with others to resolve disagreements.	SE12	Plays cooperatively with others; resolves some conflicts, uses constructive language
4. starts to demonstrate turn taking and sharing with others.	SE9	Begins to participate as a member of a group: takes turns and shares, sustains interaction by helping, cooperating, expressing interest
5. expresses empathy to peers.	SE17	Shows empathy and caring to others, respond to others emotions
6. accepts consequences of his/her actions.	SE4	Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits
7. recognizes how behaviors can affect others.	AL9	Observes or contemplates and applies knowledge to a new situation

8. demonstrates caring behaviors.	SE17 Shows empathy and caring to others, respond to others emotions
Communication, Language, and Literacy	Language/Literacy
11.1 Language Understanding and Use	Listening, Conversation, Vocabulary, Emergent Reading
Children understand and use communication and language for a variety of purposes.	
The child	
1. demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	L2 Gains meaning by listening to stories, informational texts, directions, conversations
2. initiates, listens, and responds in relationship to the topics of conversations with peers and adults.	L2 Gains meaning by listening to stories, informational texts, directions, conversations
3. speaks in phrases and sentences of increasing length and complexity.	L13 Connects phrases and sentences to build ideas L14 Speaks in sentences using grammar that is age-appropriate
4. follows oral directions that involve several actions.	L1 Follows 2 and 3 step directions of increasing complexity
5. asks and answers a variety of questions.	L7 Initiates asking questions and responds in conversation with others
6. demonstrates knowledge of the rules of conversations such as taking turns while speaking.	L9 Uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)
The child, who is an English language learner, also	
7. uses their home language to communicate with people who speak the same home language.	L5 Expresses needs, wants, thoughts through nonverbal gestures, (exposed to sign language), progressing to verbal cues in English or home language
8. demonstrates receptive (listening) English language skills to be able to comprehend the English language.	L2 Gains meaning by listening to stories, informational texts, directions, conversations

9. demonstrates expressive (speaking) English language skills to build speaking capabilities in English.	L8	Shares opinions, experiences, and ideas with others with words
10. demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.	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
11.2 Early Literacy		
Children engage in early reading experiences.		
1. expresses an interest and enjoyment in listening to books and attempts to read familiar books.	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
2. displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).	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
3. shows an awareness of environmental print such as pointing to familiar words or letters.	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
4. identifies some alphabet letters by their shapes, especially those in his or her own name.	L18	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
5. recognizes the printed form of his or her name in a variety of contexts.	L18	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
6. shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters.	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, making predictions based on text read aloud
7. demonstrates awareness that language is made up of words, parts of words, and sounds in words.	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

11.3 Early Writing	Emergent Writing	
1. attempts to communicate with others using scribbles, shapes, pictures, and/or letters in writing.	L21	Shows interest in written expression: scribbling, drawing a person
2. experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk.	L21	Shows interest in written expression: scribbling, drawing a person
3. uses expressive (speaking) language to share intended meaning of drawings and writing.	L8	Shares opinions, experiences, and ideas with others with words
4. starts to demonstrate interest in learning to write letters, especially the letters in his/her name.	L24 L25	Begins to copy or write own name Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
Mathematics and Science	Math	
12.1 Comparison and Number	Numbers	
1. counts to five.	M1	Grows in rote counting and sequencing of numbers
2. counts objects, pointing to each one correctly while counting.	M3	Understands and uses 1-1 correspondence
3. uses language such as more or less to compare quantities.	M5	Compares quantities in sets and uses appropriate vocabulary: equal, more less
4. begins to recognize small quantities without counting them.	M4	Counts and builds sets
5. starts recognizing and naming of numbers.	M2	Recognizes both numerals and number names
12.2 Patterns	Patterns	
1. recognizes and creates patterns moving from simple to complex.	M10 M11	Recognizes patterns: can tell "what comes next?" Duplicates simple patterns, then extends and creates patterns

2. predicts what comes next in a pattern.	M10	Recognizes patterns: can tell “what comes next?”
12.3 Shapes and Spatial Reasoning	Spatial Relations, Geometry, Investigation	
1. demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	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.
2. identifies 2- and 3- dimensional shapes.	M17	Demonstrates age-appropriate knowledge of geometric shapes
3. notices characteristics, similarities, and differences among shapes, such as corners, points, edges, and sides.	S8	Makes comparisons among objects and groups
4. notices how shapes fit together and can be taken apart to form other shapes.	M17	Demonstrates age-appropriate knowledge of geometric shapes
12.4 Scientific Reasoning	Investigation, Observation, Measurement	
1. notices, describes, and makes comparisons in the natural and designed world.	S8	Makes comparisons among objects and groups
2. uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding.	S6	Uses tools such as scale, magnifier, bug catcher, map, or binoculars for investigation
3. makes close observations of living and 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
4. organizes, classifies, and records information drawn from observations.	M16 S8 S5	Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs Makes comparisons among objects and groups Classifies objects by function
5. uses data from observations to describe the world including patterns, cause and effect relationships, and predictions.	S7 S1	Uses “if/then” and “cause/effect” reasoning Explores materials and makes observations, predictions based on information gathered from the senses

12.5 Scientific Investigations and Problem Solving	Questioning, Reflection, Observation, Investigation, Conversation	
1. asks questions of the natural and designed world that can be answered through direct investigation.	S4	Asks why, where, when, how, what, and seeks answers through exploration
2. plans and carries out investigations.	AL11 S1	Makes a plan before beginning a task and follows through Explores materials and makes observations, predictions based on information gathered from the senses
3. makes close observations to determine causes of problems.	S2 S3	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics Makes predictions based on past experiences and observations
4. uses evidence collected from investigations to evaluate results.	S3	Makes predictions based on past experiences and observations
5. communicates results of investigation to others.	L8	Shares opinions, experiences, and ideas with others with words
12.6 Measurement	Investigation, Measurement, History and Events	
1. sorts, classifies, and puts objects in series, using a variety of properties.	S5 S8	Classifies objects by function Makes comparisons among objects and groups
2. makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area, using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.	S5 S8 M14	Classifies objects by function Makes comparisons among objects and groups 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)
3. measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.	M15	Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring spoons, etc.)
4. develops an awareness of simple time concepts within his/her daily life such as yesterday, today, tomorrow, morning, afternoon, and night.	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.

Creative Arts	Creative Art Expression	
13.1 Art	Art, Self-Concept, Reflection	
1. uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.	A1	Uses a variety of art materials for exploration, and across learning domains
2. expresses ideas about his/her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.	A3	Appreciates artistic creations of others and art events; shares opinions about likes and dislikes
3. demonstrates care and persistence when involved in art projects.	SE2	Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
4. plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	AL11	Makes a plan before beginning a task and follows through
13.2 Music, Rhythm, and Movement	Music, Self-Concept	
1. participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and tonal instruments, and creating and singing chants, rhymes, and finger-plays from diverse cultures.	A4 A5 A6	Knows and sings songs; uses music across learning domains Explores with sound, melody, tone, rhythm, beat Uses and shows interest in a variety of musical instruments for expression
2. demonstrates meaningful creative responses when listening to music to reflect the expressive elements of music.	SE4	Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits
3. notices differences in pitch, rhythm, patterns, dynamics, tempo, and timbre.	A5	Explores with sound, melody, tone, rhythm, beat
4. demonstrates an awareness of music as part of daily life indoors and outdoors.	A4	Knows and sings songs; uses music across learning domains
13.3 Dramatic Play	Dramatic Play, Imagination	
1. shows creativity and imagination when using materials.	A9	Participates in creative dramatic play and make-believe

2. assumes different roles in dramatic play situations.	AL2	Takes on various roles in make-believe play
3. interacts with peers in dramatic play experiences that become more extended and complex.	AL1	Shows creativity, flexibility, and inventiveness in play experiences
Social Studies	Social Studies	
14.1 Awareness of Family and Community	People and the Environment, Self-Concept, Conversation, Family and Community	
1. demonstrates understanding that communities are composed of groups of people who live, play, or work together.	SS3	Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address
2. demonstrates ability to identify communities to which they belong, recognizing that their family is an important group to which they belong.	SE1	Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
3. demonstrates responsibility as a member of a family or community.	SE1	Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
4. shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	SE4 L8	Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits Shares opinions, experiences, and ideas with others with words
5. participates in creating and following rules and routines.	SS5 SS9	Understands family roles, relationships, rules, jobs Demonstrates growing awareness of community rules, governance, democracy
6. demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	SS9	Demonstrates growing awareness of community rules, governance, democracy
14.2 Awareness of Culture	Family and Community, Self-Concept	
1. demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.	SS7 SE1	Shows awareness of diverse backgrounds, cultural/global knowledge Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
2. demonstrates acceptance of persons from different cultures and ethnic groups.	SS7	Shows awareness of diverse backgrounds, cultural/global knowledge

3. demonstrates a sense of belonging, feeling pride in his/her own culture while showing respect for others.	SS7 SE1	Shows awareness of diverse backgrounds, cultural/global knowledge Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
4. uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease, and empathy with similarities and differences.	SE1	Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
14.3 Awareness of the Relationship between People and the Environment in which They Live	Risk-Taking, People and the Environment, Family and Community	
1. interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	AL12	Welcomes new experiences, situations, play events, materials, friends
2. constructs meaning about him/herself and the world through relevant and meaningful experiences with objects and their environment.	AL12	Welcomes new experiences, situations, play events, materials, friends
3. recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	SS3	Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address
4. recognizes that people share the environment with other people, animals, and plants.	SS2 SS4	Engages in caring for the environment and conservation Shows respect for living things
5. understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	SS2	Engages in caring for the environment and conservation
6. recognizes a variety of jobs and the work associated with them.	SS8	Tells functions of some community helpers, parents' jobs, careers
14.4 Awareness of Past		
1. differentiates between past, present, and future.	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.
2. represents events and experiences that occurred in the past through words, play, and art.	SS1 L8	Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc. Shares opinions, experiences, and ideas with others with words

3. uses past events to construct meaning of the world.	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.
4. understands that events happened in the past and that the events relate to oneself, family, community, and culture.	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. SS7 Shows awareness of diverse backgrounds, cultural/global knowledge