



Standards Alignment

Arizona Early Learning Guidelines and Standards Alignment with FunShine Express® Curriculum Ages 3 - 5 Years

Arizona Early Learning Guidelines and Standards	FunShine Early Learning and Development Continuum
SES Social Emotional Standard	4: Social Studies, 5: Social-Emotional Development
SES1 Self	SE1 Self-Awareness and Self-Concept, SE3 Feelings and Emotions
SES1.A Demonstrates self-confidence.	<p>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</p> <p>SE1.3(4) Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently</p>
SES1.B Makes personal preferences known to others.	<p>SE1.2(3) Expresses preferences; chooses activities that are preferred or come easily</p> <p>SE1.2(4) Expresses personal preferences and opinions; makes choices</p>
SES1.C Demonstrates knowledge of self-identity.	<p>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</p> <p>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</p>
SES1.D Shows an awareness of similarities and differences between self and others.	<p>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</p> <p>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</p>
SES1.E Associates emotions with words, facial expressions and body language.	<p>SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings</p>

SES1.F Identifies, describes and expresses their own feelings.	<p>SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions</p>
SES1.G Identifies and describes feelings of others.	<p>SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions</p>
SES1.H Expresses empathy for others.	<p>SE3.1(3) Acknowledges various emotions and feelings of others; may offer to help meet the needs of others SE3.1(4) Shows empathy and caring to others; responds to others emotions appropriately</p>
SES1.I Understands and follows expectations in the learning environment.	<p>SE3.1(3) Acknowledges various emotions and feelings of others; may offer to help meet the needs of others SE3.1(4) Shows empathy and caring to others; responds to others emotions appropriately</p>
SES1.J Manages transitions, daily routines and unexpected events.	<p>SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others</p>
SES1.K Modifies behavior for various situations and settings.	<p>SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; increasingly handles transitions appropriately SE4.1(4) Manages own behavior and shows</p>

age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to emotions or actions of others

SES1.L Chooses appropriate words and actions.

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

SES2 Relationships

SE2 Trust and Relationships

SES2.A Expresses affection for familiar adults.

SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance
SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

SES2.B Seeks security and support from familiar adults.

SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance
SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

SES2.C Demonstrates the ability to engage with new adults or children with the support of familiar adults.

SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance
SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

SES2.D Separates from familiar adult with minimal distress.

SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance
SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults

SES2.E Responds when adults or other children initiate interactions.

SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance
SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

SES2.F Initiates and sustains positive interactions with adults and other children.

SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance
SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses socially appropriate behavior with adults
SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
SE2.2(4) Begins to participate as a member of a group; takes turns and shares; sustains interaction by helping, cooperating, expressing interest; plays cooperatively with others; resolves some conflicts, uses constructive language; offers and seeks help from peers

SES2.G Demonstrates positive ways to resolve conflict.

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

solve conflicts with peers

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

SES2.H Respects the rights and property of others.

SS4.1(3) Demonstrates growing awareness of and follows classroom, home, and community rules with adult reminders; tells why rules are important
SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

SES2.I Defends own rights and the rights of others.

SS4.1(3) Demonstrates growing awareness of and follows classroom, home, and community rules with adult reminders; tells why rules are important
SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy

SES2.J Shows respect for learning materials in the learning environment.

SE1.3(3) Shows awareness of ability to do many things and interest in work of others; begins to clean up work/play space with adult prompting
SE1.3(4) Shows confidence of self as having certain abilities; displays interest and respect for the work of others; exhibits increasing awareness of own character traits; takes pride in cleaning up work/play space independently

ATL Approaches to Learning

5: Social-Emotional Development, 6: Approaches to Learning

ATL1 Initiative and Curiosity

AL1 Curiosity, Initiative, and Risk-Taking

ATL1.A Seeks interaction with others.

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

creativity and inventiveness; demonstrates inquisitiveness about subjects and objects

ATL1.B Develops independence during activities, routines and play.

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

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

ATL1.C Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.

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

AL2.1(4) Changes words in sentences to employ humor; may use humor to amuse others to build friendships; tells/repeats simple jokes that make sense

ATL1.D Shows interest in learning new things and trying new experiences.

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

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

ATL1.E Expresses interest in people.

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

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

ATL1.F Asks questions to get information.

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

AL2.2(4) Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains

ATL2 Attentiveness and Persistence

ATL2.A Displays ability to hold attention when engaged in an activity.

AL3 Attention, Engagement, and Persistence

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

	and distractions 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
ATL2.B Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.	AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions 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
ATL2.C Increases ability to focus attention, and can return to activities after distractions and interruptions.	AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions 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
ATL2.D Pursues challenges.	AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions 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
ATL2.E Copes with frustration or disappointment with support.	AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions 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
ATL2.F Establishes goals, generates plans and follows through to completion.	AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

ATL3 Confidence

ATL3.A Expresses opinions or ideas.

AL1 Curiosity, Initiative, and Risk-Taking, SE1 Self-Awareness and Self-Concept

SE1.2(3) Expresses preferences; chooses activities that are preferred or come easily
SE1.2(4) Expresses personal preferences and opinions; makes choices

ATL3.B Views self as competent and skilled.

SE1.1(3) Describes self by things they can do and things they have; begins to understand being a part of their family or a classroom; knows and can say first and last name
SE1.1(4) Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name

ATL3.C Is willing to take risks and consider a variety of alternatives.

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

ATL4 Creativity

ATL4.A Uses imagination to generate new ideas.

AL2 Creative Thinking, Problem-Solving, Reasoning

AL2.1(3) Generates ideas and suggestions in play situations; creates imaginative stories and begins to attempt joke telling
AL2.1(4) Changes words in sentences to employ humor; may use humor to amuse others to build friendships; tells/repeats simple jokes that make sense

ATL4.B Appreciates humor.

AL2.1(3) Generates ideas and suggestions in play situations; creates imaginative stories and begins to attempt joke telling
AL2.1(4) Changes words in sentences to employ humor; may use humor to amuse others to build friendships; tells/repeats simple jokes that make sense

ATL4.C Engages in inventive social play.

CA4.1(3) Participates in creative dramatic play and make believe across learning domains
CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

ATL5 Reasoning and Problem-Solving

AL2 Creative Thinking, Problem-Solving, Reasoning

ATL5.A Gathers information and reaches a conclusion.

AL2.2(3) Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction
AL2.2(4) Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains

ATL5.B Recognizes relationships between cause and effect.

AL2.2(3) Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction
AL2.2(4) Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains

ATL5.C Uses prior knowledge to build new knowledge and skills.

AL4.1(3) Recalls and applies routine knowledge (looks for seatbelt in vehicle, expects ball to come back when bounced); plays memory games
AL4.1(4) Reflects and applies knowledge of past experiences to new situations; makes predictions based on past experiences; uses strategy during memory games

ATL5.D Recognizes problems.

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

ATL5.E Seeks adult assistance when support is required.

AL2.2(3) Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction
AL2.2(4) Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains

ATL5.F Tries to solve problems.

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

ATL5.G Works to solve a problem independently.

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

LLS Language and Literacy Standard

1: Language/Literacy

LLS1 Language

L1 Receptive Language (Listening), L2 Expressive Language (Speaking)

LLS1.D Communicates needs, wants, ideas, and feelings through three to five word sentences.

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

LLS1.E Speaks clearly and understandably to express ideas, feelings and needs.

L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.
L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

LLS1.F Makes relevant responses to questions and comments from others.

L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.
L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares

opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.

LLS1.G Initiates, sustains, and expands conversations with peers and adults.

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

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

LLS1.H With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.

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

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

LLS1.I Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.

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

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

LLS1.J Recognizes when the listener does not understand and uses techniques to clarify the message.

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

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

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

LLS1.K With modeling and support, uses increasingly complex phrases and sentences.

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

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

LLS1.L With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.

L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

LLS1.M With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.

L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

LLS1.N With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.

L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.

L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.

LLS1.O With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.

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

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

LLS1.A Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.

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

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

LLS1.B Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.

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

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

LLS1.C Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.

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

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

LLS2.A Identifies signs, symbols and labels in the environment.

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

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

LLS2.B Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.

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

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

LLS2.C Recognizes that letters are grouped to form words.

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

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

LLS2.D Recognizes own written name and the written names of friends and family.

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

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

LLS2.E Seeks information in printed materials.

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

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

LLS2.F Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.

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

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

LLS2.G Identifies where in the book to begin 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).

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).

LLS2.H Understands a book has a title, author and/or illustrator.

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

L3.1(4) Shows increasing interest/motivation in reading

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

LLS2.I Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).

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

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

LLS2.J With modeling and support, identifies rhyming words.

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

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).

LLS2.K With modeling and support, produces rhyming words.

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

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).

LLS2.L With modeling and support, recognizes spoken words that begin with the same sound.

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

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

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

LLS2.M Hears and shows awareness of separate words within spoken phrases or sentences.

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

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

LLS2.N With modeling and support, identifies and discriminates syllables in words.

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

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).

LLS2.O With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.

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

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

LLS2.P With modeling and support, repeats words and identifies the common final sound.

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

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

LLS2.Q Discriminates letters from other shapes and symbols.

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

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

LLS2.R Matches and recognizes similarities and differences in letters, with modeling and support.

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

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

LLS2.S Recognizes as many as 10 letters, especially those in own name, family and friends.

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

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

LLS2.T Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.

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

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

LLS2.U Takes an active role in reading activities.

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

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

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

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

LLS2.V With prompting and support, identifies characters and major events in a story.

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

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

LLS2.W With prompting and support, asks and answers a variety of questions about books or stories told or 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.

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).

LLS2.X With prompting and support, draws connections between story events and personal 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.

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).

LLS2.Y With prompting and support, identifies events and details in the story and makes predictions.

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

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

LLS2.Z With prompting and support, gives an opinion for liking or disliking a book or story.

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

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

LLS2.AA With modeling and support, begins to demonstrate an understanding of the differences between

L3.1(3) Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read;

fiction and non-fiction.

attempts to retell a story by looking at illustrations; handles books appropriately; chooses books; identifies cover of a book; begins to understand story structure (beginning, middle, end).

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

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

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

LLS2.BB With modeling and support, identifies the topic of informational text that has been 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.

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).

LLS2.CC With modeling and support, retells or reenacts a story in sequence with pictures or props.

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

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

L3.2(3) With adult support and picture cues, shows

understanding of texts read aloud by answering simple questions, acting out parts, and identifying characters from literature or important facts from nonfiction texts.

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

LLS2.DD With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.

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

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

LLS3 Emergent Writing

LLS3.A Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.

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).

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.

LLS3.B With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.

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

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

adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

LLS3.C Dictates to and shares thoughts, ideas, and stories with adults.

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

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

LLS3.D Writes own name using letter-like forms or conventional print.

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

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

LLS3.E Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.

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

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

LLS3.F With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).

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

L4.1(4) Engages in written expression; draws people,

responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.

LLS3.G Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.

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

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

MS Mathematics Standard

MS1 Counting and Cardinality

2: Math

M1 Number Sense, Quantity, and Operations

MS1.A Shows interest in and awareness of counting.

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

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

MS1.B Counts out loud 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.).

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.).

MS1.C Uses numerals and number symbols in the context of daily routines, activities, and play.

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

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

MS1.D Uses and creates symbols to represent numbers.

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

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

MS1.E Identifies numerals one 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.).

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.).

MS1.F Counts groups of objects using one-to-one correspondence (one object for each number word).

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

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

MS1.G Counts a collection of up to 10 items using the last counting word to tell, "How many?"

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

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

MS1.H Matches numerals to quantities they represent using physical models and representations.

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

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

MS1.I Identifies quantity of three-five objects without

M1.1(3) Grows in rote counting and sequencing of

counting (subitize).

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

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

MS1.J Compares two sets of objects using terms such as more, fewer, or the same.

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

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

MS2 Operations and Algebraic Thinking

M1 Number Sense, Quantity, and Operations, M4 Patterns, Sorting/Classifying, Reasoning

MS2.A Demonstrates an understanding that adding increases the number of objects in a group.

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

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

MS2.B Describes changes in two or more sets of objects when they are combined.

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

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

MS2.C Demonstrates an understanding that taking away decreases the number of objects in a group.

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

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

MS2.D Describes changes in a set of objects when they are separated into parts.

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

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

MS2.E Recognizes patterns in the real world.

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

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

MS2.F Copies simple patterns.

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

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

MS2.G Extends simple patterns.

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

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

MS2.H Creates simple patterns.

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

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

MS2.I Describes similarities and differences in patterns.

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

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

MS3 Measurement and Data

M3 Measurement and Data, M4 Patterns, Sorting/Classifying, Reasoning

MS3.A Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).

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

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

MS3.B Explains how items were sorted into groups.

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

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

MS3.C Asks questions to gather information.

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

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

MS3.D Displays data to answer simple questions about themselves or the environment.

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

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

MS3.E Uses descriptive language to compare data in picture graphs or other concrete representations.

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

M3.2(4) Develops growing abilities to collect, describe,

and record information to answer simple questions across learning domains.

MS3.F Uses charts and graphs to analyze information or answer questions.

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

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

MS3.G Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.

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

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

MS3.H Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.

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

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

MS3.I Uses various standard measuring tools for simple measuring tasks.

M3.1(3) Uses words to describe measurable attributes (quantity, length, weight); observes and explores ways to

use tools to measure objects; identifies/names/uses standard and non-standard units/tools of measure (paper clips, ruler, scale, measuring cups, etc.) in activities with adult support across learning domains; arranges objects according to one measurable attribute.

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

MS3.J Orders objects by measurable attributes.

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

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

MS3.K Uses appropriate vocabulary to describe time and sequence related to daily routines.

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

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

vs. ten minutes) and tools (clocks, timers, calendars).

MS4 Geometry

MS4.A Uses and responds to positional terms (e.g., between, inside, under, above, behind).

M2 Geometry and Spatial Sense

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

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

MS4.B Describes the position or location of objects in relation to self or to other objects.

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

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

MS4.C Recognizes basic two-dimensional shapes.

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

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

MS4.D Uses the names of geometric shapes when describing objects found in the environment.

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

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

understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.

MS4.E Creates two- and three-dimensional shapes during 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.

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.

MS4.F Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.

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

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

SS Science Standard

SS1 Inquiry and Application

SS1.A Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.

SS1.B Identifies attributes of objects, living things, and natural events in the environment.

3: Science, 6: Approaches to Learning

SC1 Observation and Inquiry, SC2 Physical Science, SC3 Life Science, SC4 Earth Science 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.

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.

SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes

changes in living things over lifespans; distinguishes between adults and offspring; understands needs of living things in order to live (water, food, sunlight, shelter).

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

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

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

SS1.C Describes changes in objects, living things, and the natural events in the environment.

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

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

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

SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies earth features.

SS1.D Begins to describe the similarities, differences and relationships between objects, living things and natural events.

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

SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows

and explains basic needs of living things (food chains, energy from sun, habitats).

SS1.E Asks and responds to questions about relationships of objects, living things, and events in the natural 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.

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.

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

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

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

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

SS1.F Uses a variety of tools and materials to investigate.

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

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

SS1.G Makes predictions and checks them through hands-on investigation with adult support.

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

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

SS1.H Adjusts the experiment if results are different than expected and continues testing.

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

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

SS1.I Persists with an investigation.

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

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

SS1.J Uses a variety of materials to record and organize data.

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

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

SS1.K Identifies cause and effect relationships.

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

relationships and varies action to change the reaction
AL2.2(4) Gathers information and asks complex questions in order to understand a new or familiar concept; makes and explains comparisons among objects and groups and uses "if/then" and "cause/effect" reasoning across learning domains

SS1.L Constructs explanation about investigations.

SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.
SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

SS1.M Displays and interprets data.

M3.2(3) With adult support, collects and records information in different ways across learning domain (discussion, maps, charts).
M3.2(4) Develops growing abilities to collect, describe, and record information to answer simple questions across learning domains.

SS1.N Presents their scientific ideas in a variety of ways.

SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.
SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

SS1.O Conducts further investigation based on prior experience and information gained.

SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.
SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains

observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

SSS Social Studies Standard

4: Social Studies, 5: Social-Emotional Development

SSS1 Family

SE1 Self-Awareness and Self-Concept, SS3 Culture, Family, and Community

SSS1.A Views self as a member of the family unit.

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

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

SSS1.B Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.

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

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

SSS1.C Describes/discusses own family's cultural or family traditions.

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

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

SSS1.D Identifies similarities and differences in their family composition and the families of others.

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

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

SSS1.E Develops an awareness of their personal & family history.

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

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

SSS1.F Shows knowledge of family members' roles and responsibilities in the home.

SS3.2(3) Understands family roles, relationships, rules, and household jobs
SS3.2(4) Describes family roles, relationships, and rules; begins to learn phone number and address

SSS2 Community

SE1 Self-Awareness and Self-Concept, SS3 Culture, Family, and Community

SSS2.A Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.

SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community
SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture

SSS2.B Identifies, discusses and asks questions about similarities and differences in other people in their 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
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

SSS2.C Describes some characteristics (e.g., clothing, food, jobs) of the people in their 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
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

SSS2.D Demonstrates responsible behaviors.

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

SSS2.E Shows an understanding of how to care for 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.
SC4.2(4) Engages in caring for the environment and

conservation.

SSS2.F Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.

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

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

SSS2.G Seeks opportunities for leadership.

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

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

SSS2.H Describes the purpose of rules.

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

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

SSS2.I Recognizes that people have wants and must make choices because resources and materials are limited.

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

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

SSS2.J Describes their role at home, at school, and in the community.

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

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

SE1.1(3) Describes self by things they can do and things

they have; begins to understand being a part of their family or a classroom; knows and can say first and last name

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

SSS2.K Uses words to describe directionality and/or location within the community.

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

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

SSS2.L Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains, weather.

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

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

SSS3 Historical Thinking

SE1 Self-Awareness and Self-Concept, SE4 Self-Regulation, SS1 History and Events, SS2 Geography and Symbolic Representation, SS3 Culture, Family, and Community, SS4 Government, Economics, and Technology

SSS3.A Demonstrates an understanding of time in the context of daily experiences.

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

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

SSS3.B Understands that events happened in the past and how these events relate to one's self, family and community.

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

SS1.2(4) Describes historically significant events/observances in American history (national cultural events, celebrations, holidays, and historical figures)

PDHS Physical Development, Health, and Safety Standard

7: Physical Development and Health

PDHS1 Physical and Motor Development

PD1 Physical Health, Growth, PD2 Gross Motor Development, PD3 Fine Motor Development

PDHS1.A Moves with balance.

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

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

PDHS1.B Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).

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

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

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

PD2.2(4) Coordinates body movements to accomplish a goal (bounces/passes a ball, throws and catches, crosses the midline, kicks a ball to play a game, manipulates riding toys, rides tricycles/bicycles)

PDHS1.C Moves with coordination.

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

	<p>kicks a ball at a target, uses</p> <p>PD2.2(4) Coordinates body movements to accomplish a goal (bounces/passes a ball, throws and catches, crosses the midline, kicks a ball to play a game, manipulates riding toys, rides tricycles/bicycles)</p>
<p>PDHS1.D Demonstrates spatial awareness in physical activity.</p>	<p>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.</p> <p>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.</p> <p>PD1.1(3) Chooses to participate in active play and exercise for extended periods of time; develops strength, flexibility, and stamina; plays familiar games</p> <p>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</p>
<p>PDHS1.E Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).</p>	<p>PD3.2(3) Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard)</p> <p>PD3.3(3) Uses tools requiring small muscle dexterity (crayons, markers, scissors to cut straight lines, eating utensils)</p> <p>PD3.2(4) Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)</p> <p>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)</p>
<p>PDHS1.F Uses eye-hand coordination to perform simple tasks.</p>	<p>PD3.2(3) Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard)</p> <p>PD3.2(4) Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable</p>

shapes, builds more intricate block structures, weaves)

PDHS1.G Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.

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

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

PDHS1.H Uses fine motor skills in daily living.

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

PD3.1(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)

PDHS2 Health

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

PDHS2.A Demonstrates hygiene practices.

PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance)

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

PDHS2.B Demonstrates healthy practices.

PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance)

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

PDHS2.B.1 Nutrition.

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

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

PDHS2.B.2 Physical activity and rest.

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

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

PDHS2.C Awareness of the functions of body parts.

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

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

PDHS3 Safety

PDHS3.A Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.

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

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

PDHS3.B Demonstrates transportation and street safety practices.

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

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

PDHS3.C Enforces personal boundaries (safety, self-advocacy and boundary awareness).

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

PDHS3.D Knows personal information.

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

PDHS3.E Demonstrates emergency safety practices.

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

PDHS3.F Identifies how adults help to keep us safe.

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

FAS Fine Arts Standard

8: Creative Arts

FAS1 Visual Arts

CA1 Visual Arts

FAS1.A Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).

CA1.1(3) Creates art with different types of materials and techniques across learning domains
CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

FAS1.B Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.

CA1.1(3) Creates art with different types of materials and techniques across learning domains
CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

FAS1.C Creates art in two and three dimensions.

CA1.1(3) Creates art with different types of materials and techniques across learning domains
CA1.1(4) Creates art using various art media,

techniques, colors, textures, and shapes across learning domains; responds to literature, depicts experiences, or demonstrates feelings via art experiences

FAS1.D Seeks an understanding of artwork by self or others by commenting on or questioning the artwork.

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

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

FAS2 Music and Creative Movement

CA2 Music, CA3 Movement and Dance

FAS2.A Experiments with a variety of instruments, vocalizations, sounds or creative movements.

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

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

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

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

FAS2.B Sings and moves to familiar rhymes, songs, and chants.

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

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

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

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

FAS2.C Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.

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

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

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

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

FAS2.D Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American

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

chants, gospel, bluegrass, lullabies, marches and country music).

cultural characteristics of self, family, and community
SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture
CA2.1(3) Knows and sings songs; uses appropriate tone in songs requiring loud and soft sounds
CA2.1(4) Knows and sings more complex songs; uses singing voice to echo short, melodic patterns and tone; participates in music across learning domains

FAS2.E Uses creative movement and dance to interpret the mood of various types of music and stories.

CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains
CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

FAS3 Drama

CA4 Dramatic Play and Imagination

FAS3.A Assumes roles from daily activities using a variety of props.

CA4.1(3) Participates in creative dramatic play and make believe across learning domains
CA4.2(3) Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)
CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality
CA4.2(4) Uses props in increasingly creative ways in dramatic play (molds playdough to represent a phone)

FAS3.B Takes on more than one dramatic play role at a time.

CA4.1(3) Participates in creative dramatic play and make believe across learning domains
CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

FAS3.C Pretends an object exists without using a prop.

CA4.1(3) Participates in creative dramatic play and make believe across learning domains
CA4.1(4) Shows growing creativity and imagination in assuming different roles in play situations across learning domains; demonstrates understanding of difference between pretend and reality

FAS3.D Dramatizes familiar stories.

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

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

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

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

FAS3.E Adds details and new elements to dramatic play situations.

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

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

Source: Arizona Early Learning Standards- May 2013. 3rd Edition. Arizona Department of Education.