Ages 3-5

AGES 3 - 5 | PHYSICAL DEVELOPMENT AND HEALTH | SOCIAL & EMOTIONAL DEVELOPMENT | ENGLISH LANGUAGE DEVELOPMENT | LANGUAGE DEVELOPMENT | LITERACY KNOWLEDGE & SKILLS | LOGIC & REASONING | MATHEMATICS KNOWLEDGE & SKILLS | SCIENCE KNOWLEDGE & SKILLS | APPROACHES TO LEARNING | SOCIAL STUDIES KNOWLEDGE & SKILLS | CREATIVE ARTS EXPRESSION | K-3RD GRADE

Ages 3-5

The content for the 3 -5 age group is anchored on the 2015 Early Learning Outcomes Framework (ELOF). This content was then aligned to the 2020 Preschool Colorado Academic Standards (CAS). For instances in which content exists in the CAS but not in the ELOF, these indicators were added to each domain. Each early learning and development domain is introduced with a brief narrative overview discussing what is expected for children within this age group. Development during this age group should be viewed as a progression. The indicators should be expected by age 5 years and the examples are behaviors you might see at any time during this age range depending on a child's development.

Indicators that are aligned to the Colorado Academic Standards are noted with an asterisk (*) throughout each domain.

Physical Development & Health

The Physical Development & Health domain describes children's physical well-being, knowledge of their body, health, safety, nutrition practices, and development of motor skills. Children who have health problems, delays in development, and frequent illness may suffer from a range of poor educational outcomes. Children's knowledge of their body and health impact their development of healthy habits early in life, habits which are key to life-long health. This domain includes skills that enable children to develop healthy habits, such as staying safe, performing self-care tasks independently of others, exercising, and eating healthy food. The development of motor skills allows children to explore and learn about their world and develop healthy bodies.

Physical Development & Health

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
1. Health, Safety and Nutrition: The maintenance of healthy and age appropriate physical well-being, and understanding of healthy and safe habits and practicing healthy habits.		
1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases. 2. Participate in prevention and management of chronic health conditions and avoid toxins, such as lead. 3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age. 4. Get sufficient rest and exercise to support healthy development.* 5. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.* 6. Communicate an understanding of the importance of health and safety routines and rules.* 7. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.* 8. Distinguish food on a continuum from most healthy to less healthy. 9. Eat a variety of nutritious foods. 10. Participate in structured and unstructured physical activities.* 11. Recognize the importance of doctor and dentist visits. 12. Cooperate during doctor and dentist visits and health and developmental screening.	• Participate in games, outdoor play, and other forms of exercise to enhance physical fitness. • Play visual and auditory discrimination games such as "I spy" and take listening walks. • Participate in health education for families and children. • Follow consistent routines regarding washing hands. • Brainstorm all the ways teeth are important (e.g., appearance, chewing, talking). • Listen to stories about teeth, losing teeth. • Grow vegetables in a garden. • Help to prepare a variety of healthy snacks and meals, and talk about ingredients. • Create books, charts, collages, or displays with pictures of healthy/unhealthy foods, or a picture menu of health food choices. • Talk about the nutritional value of various foods and the relationship between a healthy diet and overall health and fitness.	• Identify and use local health, medical, and dental resources. • Encourage vision and hearing screening. • Make sure children are properly dressed for weather conditions and activities. • Ensure safety of children through adherence to state and local regulations. • Protect children from abuse and neglect. • Establish routines for eating, rest, and bedtime. • Aim for 10-13 hours of sleep per day (including naps). • Turn off the television and other screens one hour before bedtime and make the child's room a screen-free zone. • Help the child sleep with a cool room (less than 75 degrees). If the child appears to have trouble breathing, snores, or is restless with frequent kicking during sleep, contact the child's doctor. • Encourage children to show independence in self-care tasks, helping when necessary (e.g., brushing teeth, wiping nose, dressing, toileting, washing hands, feeding oneself). • Teach and model basic health and safety rules (e.g., washing hands, covering mouth when coughing or sneezing, taking care when using sharp objects, looking both ways before crossing streets, and wearing a helmet when bicycling). • Discuss with children appropriate responses to potentially dangerous situations and teach safety rules (e.g., bus safety, playground safety, staying with the group, knowing personal identification information, fire drills). • Secure adequate nutrition for children and introduce children to a variety of healthy foods. • Provide time for physical activity.

Physical Development & Health

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
2. Gross Motor Skills: The control of large muscles for movement, navigation, and balance.		
1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.* 2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle. 3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.*	• Walk, run, hop, or gallop when moving from one place to another. • Balance on one leg. • Pretend to be various jumping or crawling creatures (e.g., rabbit, frog, kangaroo, grasshopper, snake, lizard). • Combine large muscle movements with equipment (e.g., riding a tricycle, using a slide or swings, bouncing a ball). • Engage in activities that involve climbing, rocking, swinging, rolling, spinning, jumping, or being turned upside-down.	• Make physical activity a big part of children's daily life. • Provide adequate space and age-appropriate equipment and materials, with adaptations as needed. • Supervise and participate in daily outdoor play. • Plan daily physical activities that are vigorous as well as developmentally and individually appropriate. • Provide appropriate modifications for children with special needs.
3. Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.		
1. Develop hand strength and dexterity. 2. Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating. 3. Manipulate a range of objects, such as blocks or books. 4. Manipulate writing, drawing, and art tools.	• Engage in activities that enhance hand-eye coordination, such as using eating utensils, dressing themselves, building with blocks, creating with clay or play dough, putting puzzles together, and stringing beads. • Link paper clips to make necklaces. • Create puppet shows with finger puppets.	• Provide adequate time for drawing, cutting, and handwriting development. • Provide modeling materials (e.g., play dough, clay) and activities (e.g., beads, Legos, small blocks) to strengthen hand and develop fine motor coordination. • Provide handheld tools, such as spoons, paintbrushes, crayons, markers, tweezers, eyedroppers, garlic press, clothespins, and safety scissors, with adaptations as needed. • Provide adaptive writing utensils for children with fine motor delays. • Show child how you use drawing and writing tools in your daily activities.

Social & Emotional Development

The Social & Emotional domain describes children's ability to develop positive relationships and ideas about themselves and their abilities, regulate their emotions, behavior, and impulses, and express emotions. Appropriate social and emotional development is critical to life-long development and learning and is associated with a wide array of positive outcomes. Such skills allow children to feel confident in their abilities to interact with others, approach new situations, and express their individuality. Children who are English language learners should be allowed to express their emotions and relationships in their home language.

Social & Emotional Development

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
1. Relationships with Adults and Peers: The healthy relationships and interactions with adults and peers.		
1. Engage in and maintains positive relationships and interactions with adults.* 2. Engage in prosocial and cooperative behavior with adults.* 3. Engage in and maintains positive interactions and relationships with other children.* 4. Engage in cooperative play with other children. 5. Use basic problem-solving skills to resolve conflicts with other children.	• Interact readily with trusted adults. • Engage in some positive interactions with less familiar adults, such as parent volunteers. • Show affection and preference for adults who interact with them on a regular basis. • Seek help from adults when needed. • Engage in prosocial behaviors with adults, such as using respectful language or greetings. • Attend to an adult when asked. • Follow adult guidelines and expectations for appropriate behavior. • Ask or waits for adult permission before doing something when they are unsure. • Engage in and maintain positive interactions with other children. • Use a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. • Take turns in conversations and interactions with other children. • Develop friendships with one or two preferred other children. • Engage in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time. • Demonstrate willingness to include others' ideas during interactions and play. • Show enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. • Engage in reflection and conversation about past play experiences. • Recognize and describe basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?" • Use basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising. • Express feelings, needs, and opinions in conflict situations. • Seek adult help when needed to resolve conflicts.	• Remember the details concerning the lives of individual children. For example, make a connection to their families by asking children to talk about the people in their drawings or photos. As time permits, use index cards or sentence strips to create captions. • Show children you value their presence by offering a warm, personal greeting when they enter the setting and a "See you tomorrow" or "See you soon" as they leave. When a child is absent, let her know you missed her. • See and be seen. Circulate so you can spot children who might need support. Make sure children can see you, too. • Pair a child who has difficulty making friends with a more skilled buddy to complete a fun activity together. • Model ways a child can invite himself into a group. Join the play yourself with dialogue that shows how; for example, "That looks like fun. Shall we ask them if we can play, too?" • Identify problems as you see them happening. Cue children by saying, "I see we have a problem. What should we do?" • Use puppets and persona dolls to role-play common conflicts, asking children to describe how characters are feeling and how they might solve the problem. • Create laminated books showing illustrated solutions to problems, such as trading, taking turns, and playing together. Have children refer to the book for solutions as needed. • Create a "friendship can" that includes popsicle sticks with each child's name or photo. Draw sticks to pair children for activities or classroom errands.

Social & Emotional Development

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
2. Sense of Identity and Belonging: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.		
1. Recognize self as a unique individual having own abilities, characteristics, emotions, and interests.* 2. Express confidence in own skills and positive feelings about self.* 3. Have a sense of belonging to family, community, and other groups.	• Describe self using several different characteristics. • Demonstrate knowledge of uniqueness of self, such as talents, interests, preferences, or culture. • Show satisfaction or seek acknowledgment when completing a task or solving a problem. • Express own ideas or beliefs in group contexts or in interactions with others. • Use positive words to describe self, such as kind or hard-worker. • Identify self as being a part of different groups, such as family, community, culture, faith, or preschool. • Relate personal stories about being a part of different groups. • Identify similarities and differences about self across familiar environments and settings.	• Take photos of children working and playing together and post them around the room. Share children's accomplishments with families via photos on protected websites or apps designed for this purpose. • Learn words and phrases in a child's home language that are meaningful to the child and family. • Have families bring in objects that represent children's cultures; for example, empty food boxes to stock the dramatic play area. • Offer chances for children to share information about themselves, their family, culture, and community; for example, drawing pictures, telling personal stories, and singing a song or doing a dance they learned at home or a community event.
3. Emotional Functioning: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.		
1. Express a broad range of emotions and recognize these emotions in self and others.* 2. Express care and concern toward others. 3. Manage emotions with increasing independence.*	• Recognize and labels basic emotions in books or photographs. • Use words or signs to describe own feelings. • Use words or signs to describe the feelings of adults or other children. • Reflect on personal experiences that evoked strong emotions. • Experiment with new materials and activities without fear of making mistakes. • Act out powerful emotions (fear, anger) through dramatic play.	• Pause before you react to an incident in the setting; for example, a disagreement over a turn on the slide. Ask the children who were involved how they feel about what has happened. This acknowledges children's feelings and also gives you a moment to figure out how you want to respond. • Encourage children to notice each other's feelings and suggest ways to help. "Jared, can you slide a little this way? Samantha is building something with blocks and looks worried that it may get knocked over." • Anticipate what might happen in a new situation and provide reassurance that will help children manage emotions. For example, "We have new supplies in the art center, and I know you will all want to try them out. Don't worry. Everyone will get a turn at some point during center time."

Social & Emotional Development

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
4. Emotional and Behavioral Self-Regulation: The ability to recognize and regulate emotions and behavior.		
1. Follow classroom rules and routines with increasing independence.* 2. Appropriately handle and take care of classroom materials.* 3. Manage actions, words, and behavior with increasing independence.*	• Express emotions in ways that are appropriate to the situation. • Look for adult assistance when emotions are most intense. • Use a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths. • Demonstrate awareness of classroom rules when asked and is able to follow these rules most of the time. • Follow most classroom routines, such as putting away their backpack when entering the room or sitting on the rug after outside time. • Respond to signals when transitioning from one activity to another. • Appropriately handle materials during activities. • Clean up and put materials away appropriately, such as placing blocks back on correct shelf or placing markers in the correct bin. • Demonstrate control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults. • Manage behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time. • Wait for their turn, such as wait in line to wash hands or wait for turn on swings. • Refrain from aggressive behavior towards others. • Begin to understand the consequences of behavior, such as hitting leads to quiet time. Children can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.	• Redirect challenging behavior by using different strategies, such as verbal reminders to suggest an alternative; physical cues (e.g., placing a hand on the shoulder of a child who's about to hit or grab a toy); visual cues (e.g., pointing to a rule on a chart); or calling attention to a child's who's doing what's expected. • Help children identify when they're tense and stressed, or relaxed and calm. Name those feelings when you see them. • Introduce the idea of taking three deep breaths as a calming technique. Children can use the mantra "smell the flowers" (inhale) and "blow out the candles" (exhale). Teach and practice when children are calm, and coach them when they're upset. • Set three to five rules that are simple and positively worded (e.g., "Hands to self; safe feet; eyes are watching; ears are listening; I try new things."). • Use pictures or photos to illustrate the rules. • Model what following the rules looks like. Acknowledge when children follow the rules (e.g., "Zenobia is sitting on the rug. She looks like she is ready for story time."). • Label shelves, bins, and containers with pictures and words so children know where to store toys and materials. Show children how to use and store them appropriately.

Social & Emotional Development

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
5. Cognitive Self-Regulation (Executive Functioning): The ability to regulate attention and impulses.		

1. Demonstrate an increasing ability to control impulses.*
2. Maintain focus and sustain attention with minimal adult support.*
3. Persist in tasks.*
4. Hold information in mind and manipulate it to perform tasks.*
5. Demonstrate flexibility in thinking and behavior.*
	• Stop an engaging activity to transition to another less desirable activity with adult guidance and support.
	
	• Delay having desires met, such as agreeing to wait their turn to start an activity.
	
	• Without adult reminders, wait to communicate information to a group.
	
	• Refrain from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.
	
	• Maintain focus on activities for extended periods of time, such as 15 minutes or more.
	
	• Engage in purposeful play for extended periods of time.
	
	• Attend to adult during large and small group activities with minimal support.
	
	• Complete tasks that are challenging or less preferred despite frustration, either by persisting or seeking help from an adult or other child.
	
	• Return with focus to an activity or project after having been away from it.
	
	• Accurately recount recent experiences in the correct order and includes relevant details.
	
	• Successfully follow detailed, multi-step directions, sometimes with reminders.
	
	• Remember actions to go with stories or songs shortly after being taught.
	
	• Try different strategies to complete work or solve problems, including with other children.
	
	• Apply different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.
	
	• Transition between activities without getting upset.
		• Play games, such as Simon Says or freeze dance, where children are challenged to control impulses and hold information in mind and use it to perform a task.
		
		• Praise children's attempts to regulate or control their impulses (e.g., "Jeremy, thank you for remembering to raise your hand so everyone gets a turn.").
		
		• Use external aids to support children's attention and memory. For example:
		
		  1. Invite children to plan which learning center they will play in, and give them a card with a picture of the learning center.
		
		  2. In buddy reading, pair one child who holds a card indicating they want to hear a story with a child who holds a card indicating that they would like to read a story.
		
		• Assist a frustrated child by providing just enough help (e.g., "You are working so hard on that puzzle! Would that piece fit if you turned it a little bit?").
		
		• Use prompts to help children connect new concepts with what was learned previously (e.g., "Remember when …," "Yesterday …," and "What does this remind you of?").
		
		• Ask children to generate ideas and try them out (e.g., "How could we use these materials to build a birdhouse?").

English Language Development

The English Language Development domain describes skills for children who are English language learners (ELL). Similar to those acquiring a first language, children who are learning English as a second language understand more English initially than they can produce. This domain includes children's receptive skills, or their ability to understand spoken English as well as children's expressive skills or their ability to speak English. The indicators and examples describe a variety of the types of skills children may exhibit over time as they acquire English. As children gradually learn more English, they will be able to express themselves in English more often. The English Language Development domain also describes the types of literacy activities that support ELL student's language acquisition. However, children should also continue to develop the ability to communicate effectively in their home language because such skills provide a foundation for learning English.

English Language Development

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
1. Receptive English Language Skills: The ability to comprehend or understand the English language.		
1. Participate with movement and gestures while other children and the teachers dance and sing in English. 2. Acknowledge or respond nonverbally to common words or phrases, such as "hello," "good bye," "snack time," or "bathroom," when accompanied by adult gestures. 3. Point to body parts when asked, "Where is your nose, hand, leg...?" 4. Comprehend and respond to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" "Why do you think the caterpillar is hungry?" 5. Follow multi-step directions in English with minimal cues or assistance.	• Respond with gestures, act out, or role play—depending on level of understanding—in response to stories read aloud. • Match oral language to classroom and everyday objects. • Sort pictures or objects according to oral instructions. • Respond verbally or nonverbally to simple oral commands or statements. • Draw pictures in response to oral instructions.	• Use gestures and body language to support communication with children, as appropriate to their level of language acquisition. • Connect English words or phrases to children's home language, as appropriate and when possible. • Introduce braille to children who are blind or visually impaired.
2. Expressive English Language Skills: The ability to speak or use English.		
1. Repeat word or phrase to self, such as "bus" while group sings the "Wheels on the Bus" or "brush teeth" after lunch. 2. Request items in English, such as "car," "milk," "book," "ball." 3. Use one or two English words, sometimes joined to represent a bigger idea, such as "throwball." 4. Use increasingly complex and varied English vocabulary. 5. Construct sentences, such as "The apple is round," or "I see a fire truck with lights on."	• Repeat words, simple phases, or some facts from illustrated short stories. • Complete phrases in rhymes, songs, and chants. • Answer yes or no to simple questions, as appropriate to level. • Name classroom and everyday objects. • String words together to make short sentences.	• Describe pictures, classroom objects, or familiar people using a variety of words for various levels of language learners. • Provide a rich language environment that exposes children to vocabulary. • Provide assistive technology for children who have language delays, are deaf or hard of hearing.
3. Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.		
1. Demonstrate eagerness to participate in songs, rhymes, and stories in English. 2. Point to pictures and says the word in English, such as "frog," "baby," "run." 3. Learn part of a song or poem in English and repeat it. 4. Talk with peers or adults about a story read in English. 5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.	• Distinguish between same and different forms of print (e.g., single letters and symbols). • Trace figures and letters. • Reproduce letters, symbols, and numbers from models in context. • Produce familiar words/phrases from environmental print and illustrations. • Create content-based representations through pictures and words.	• Use gestures, actions, and real objects to help children understand what is being read, chanted, or sung. • Help children make connections between speech and writing, such as matching icons, symbols, or words to corresponding pictures or objects. • Help children make connections between books and stories in their home language with those in English. • Help children tell stories and recount experiences with a beginning, middle, and end; write down their dictation and let them illustrate if desired.

Language Development

The Language Development domain describes children's developing ability to effectively communicate (expressive language) and understand (receptive language) oral language in different environments and for a variety of purposes. Such skills are key to children's learning and social competence. The understanding and use of language is also closely related to students' developing literacy and their later success in learning to read and write.

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
1. Attending and Understanding: The ability to comprehend or understand language.		
1. Attend to language during conversations, songs, stories, or other learning experiences.* 2. Comprehend increasingly complex and varied vocabulary.* 3. Comprehend different forms of language, such as questions or exclamations.* 4. Follow two- to three-step directions.* 5. Comprehend different grammatical structures or rules for using language.*	• Listen to age-appropriate stories, poems, and songs that are rich in descriptive vocabulary. • Understand some words that convey special concepts (e.g., first/last, over/under). • Demonstrate use of vocabulary in oral language to express ideas and events.* • Make connections between words with similar meanings. • Follow two-step directions.	• Introduce new words and concepts by naming what children are doing and experiencing. • Involve children in sustained conversations, pursuing their interests with questions and comments. • Use facial expressions, gestures, and a rich and varied vocabulary with children. • State directions clearly, positively, respectfully, and only as needed.
2. Communicating and Speaking: The ability to use language.		
1. Vary the amount of information provided to meet the demands of the situation. 2. Understand, follow, and use appropriate social and conversational rules. 3. Express self in increasingly long, detailed, and sophisticated ways.* 4. Participate in conversations of more than three exchanges with peers and adults.* 5. Use language to express ideas and needs.* 6. Understand the difference between a question and a statement.* 7. Practice asking questions and making statements.* 8. Speak in sentences of five or six words.*	• Share their ideas and experiences in small groups. • Use language as a part of pretend play to create and enact roles. • Use complete sentences, when appropriate. • Describe experiences and retell simple stories. • Use language to establish and maintain relationships.	• Ask open-ended questions that require more than a "yes" or "no" response. • Use descriptive language. • Provide opportunities for children to engage in dialogue, including one-on-one and group conversations. • Structure activities so that children can engage in telling stories or recounting events by expressing themselves through various means such as speech, pantomime, pointing, and role-playing. • Vary "wait time," or the amount of time children are allowed to respond. Children from some cultural backgrounds find the pace of verbal interactions in U.S. schools very different from what they are accustomed to.

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
3. Vocabulary: The ability to use a variety of words.		
1. Understand and use a wide variety of words for a variety of purposes.* 2. Show understanding of word categories and relationships among words 3. Use increasingly complex and varied vocabulary.*	• Demonstrate the use of multiple (two or three) new words or signs a day during play and other activities. • Show recognition of and/or familiarity with key domain-specific words heard during reading or discussions. • With multiple exposures, use new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life-cycle of caterpillars, or "cylinder" when learning about 3-D shapes. • With support, form guesses about the meaning of new words from context clues. • Categorize words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals. • Discuss new words in relation to known words and word categories, such as "It fell to the bottom when it sank," or "When you hop it's like jumping on one leg," or "The bear and fox are both wild animals." • Identify shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs. • Show an ability to distinguish similar words, such as "I don't like it, I love it!" or "It's more than tall, it's gigantic," or "It's so cold, it's frosty."	• Notice where children look and then talk about what they are focusing on using interesting, rich vocabulary. • Introduce words that describe objects, actions, and attributes (e.g., include verbs like "gallop" and "soar" as well as adjectives like "enormous" and "miniscule"). • Clarify or explain new or unfamiliar words as they relate to everyday objects or actions children are familiar with. • Play sorting games that reinforce the idea of categories (e.g., circles in one box, squares in the other; fruit in one bowl, vegetables in the other; "All the children with curly hair, please line up to wash your hands for snack time."). • Reinforce categories by having children identify the item in a group that is different (e.g., bear, cat, and airplane). • Incorporate specific language learning into classroom transitions (e.g., direct children to the front or back of the line or next to or behind a particular child).

Literacy Knowledge & Skills

The Literacy Knowledge & Skills domain describes skills that provide the basis for children's emerging ability to read and write. Preschool age children are developing attitudes about reading that will affect their approach to learning as they age. They are also developing basic understandings about how books and other print materials convey meaning. This domain also addresses early reading skills, such as the ability to hear and differentiate sounds in words and some basic letter knowledge. Children's ability to physically write is closely tied to their development of fine motor skills at this age, which often vary significantly. Children may practice communicating their ideas on paper in whatever way they can, including scribbling, dictation, drawing pictures, or tracing letters and words.

Literacy Knowledge & Skills		
Indicators Children may . . .	**Examples** Children may. . .	**Suggested Supports** Adults may . . .
1. Print and Alphabet Knowledge: The interest in books and their characteristics, and knowledge of the alphabet.		
1. Demonstrate an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).* 2. Identify letters of the alphabet and produce correct sounds associated with letters.* 3. Show interest in both shared reading experiences and looking at books independently.* 4. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.* 5. Recognize words as a unit of print and understand that letters are grouped to form words.* 6. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.* 7. Attend to the beginning letters and sounds in familiar words.* 8. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.* 9. Understand that print conveys meaning.* 10. Understand conventions, such as print moves from left to right and top to bottom of a page.* 11. Recognize the association between spoken or signed and written words.*	• Handle books respectfully and appropriately. • Distinguish between upper and lower case letter shapes. • Play guessing games using letter sounds ("I spy something that begins with sssss."). • Select alphabet letters that match with their sounds. • Recognize the letters in their own name. • Know the name for many letters of the alphabet. • Recognize how printed material connects to their world and daily life. • Associate pictorial symbols with objects or actions (e.g., picture recipes, rebus stories). • Recognize that print can tell people what to do. • Understand that letters function to represent sounds in spoken words. • Identify their name on labels or tags.	• Make books available in children's home languages. • Use books that communicate information to learn about the world and contain rich language. • Read to children often for pleasure and information. • Visit the library. • Model reading for children (e.g., newspaper, novel). • Provide magnetic letters and alphabet blocks, stamps, books, and puzzles. • Explore letters through sensory experiences (e.g., trace letters made of sandpaper or rice; use alphabet cookie cutters or pasta alphabets). • Point out letters in familiar names and signs. • Point out signs and labels in the classroom, neighborhood, or store. • Call attention to a variety of print, such as books, newspapers, magazines, menus, or cereal boxes. • Create a learning environment that reflects the children's cultures and languages in each learning center, on wall/window/ bulletin board displays, and in educational and play materials. • Model using print resources to gain meaning and understanding or answer a question.

| PHYSICAL DEVELOPMENT AND HEALTH | SOCIAL & EMOTIONAL DEVELOPMENT | ENGLISH LANGUAGE DEVELOPMENT | LANGUAGE DEVELOPMENT | LITERACY KNOWLEDGE & SKILLS | LOGIC & REASONING | MATHEMATICS KNOWLEDGE & SKILLS | SCIENCE KNOWLEDGE & SKILLS | APPROACHES TO LEARNING | SOCIAL STUDIES KNOWLEDGE & SKILLS | CREATIVE ARTS EXPRESSION |

Literacy Knowledge & Skills

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
2. Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.		
1. Identify and discriminate between words in language.* 2. Identify and discriminate between separate syllables in words.* 3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.* 4. Recognize patterns of sounds in songs, storytelling, and poetry.*	• Recognize the difference between words that sound similar. • Break words into syllables (e.g., clap or tap them out with rhythm instruments). • Recognize rhyming words and alliterations. • Repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables.	• Model having fun with words (e.g., rhymes, poems, finger plays). • Share songs and poems with children. • Encourage children to fill in missing words and complete familiar refrains in familiar rhymes and songs.
3. Comprehension and Text Structure: The ability to understand and get meaning from stories and information from books and other texts.		
1. Ask and answer questions and make comments about print materials.* 2. Retell stories or information from books through conversation, artistic works, creative movement, or drama.* 3. Make predictions based on illustrations.* 4. Begin to identify key features of reality versus fantasy in stories, pictures, and events.* 5. Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.*	• Use drawing or drawing with captions to identify key characters or events in a story read aloud. • Compare events in books to their own experiences. • Use pictures to understand and make predictions about the topic or story in a book. • Look at pictures, ask questions, and talk about information from books.	• Ask questions about the stories read together. • Provide materials such as flannel board sets, puppets, and other props to act out and retell stories.
4. Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.		
1. Experiment with writing tools and materials.* 2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.* 3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.* 4. Copy, trace, or independently write letters or words.*	• Begin to develop proper pencil grip. • Communicate with others with a card or letter. • Use shapes, symbols, and letters to express ideas. • Talk about a picture or experience. • Describe something learned about a topic (e.g., butterflies, frogs, snow) verbally or through representations. • Ask questions and investigate topics of interest.	• Encourage children's interest and attempts to copy or write letters and their own name. • Provide experiences with markers, crayons, and pencils. • Display writing and drawings. • Encourage children to participate in activities that involve reading and writing, such as making a grocery list.

Logic & Reasoning

The Logic & Reasoning domain describes children's ability to think through problems and apply strategies for solving them. Such strategies require the ability to make connections among events or ideas, such as cause and effect relationships and comparisons. Likewise, the ability to think abstractly, or symbolically, about their world allows children to better understand the world around them. Such critical thinking skills are essential to children's early learning and also to their ability to understand and adapt to a wide range of situations at home and in the community.

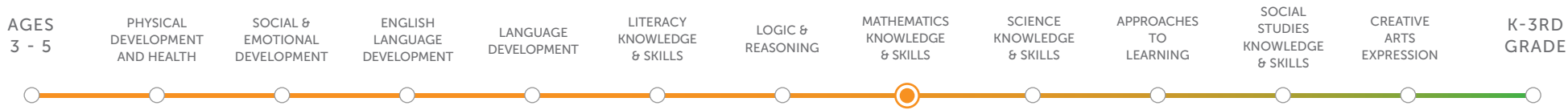| Logic & Reasoning		
Indicators Children may . . .	**Examples** Children may. . .	**Suggested Supports** Adults may . . .
1. **Reasoning and Problem-Solving:** The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.		
1. Seek multiple solutions to a question, task, or problem. 2. Recognize cause and effect relationships. 3. Classify, compare, and contrast objects, events, and experiences. 4. Use past knowledge to build new knowledge. 5. Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic.*	• Make suggestions to generate ideas. • Make predictions, including hypotheses about cause or effect. • Act out and talk about experiences. • Talk about activities of yesterday, today, and tomorrow. • Talk about what they are learning. • Try different approaches to solve a problem. • Differentiate between questions and statements.	• Introduce everyday household materials and toys that can be used in more than one way. • Ask children what they know, want to know, and have learned about a topic. • Talk through different approaches to problems and value children's thinking regardless of accuracy. • Ask children questions that apply to real problems. • Involve children in planning activities.
2. **Symbolic Representation:** The use of symbols or objects to represent something else.		
1. Represent people, places, or things through drawings, movement, and three-dimensional objects. 2. Engage in pretend play and act out roles. 3. Begin to identify key features of reality versus fantasy in stories, pictures, and events.*	• Represent their ideas in more than one way (e.g., painting, drawing, blocks). • Pretend and make believe. • Begin to identify key features of reality versus fantasy in stories, pictures, and events.	• Engage children in making up games, jokes, songs, and stories. • Encourage pretend play, such as using sofa cushions or blankets to make a "cave." • Add new props to the environment to encourage rich pretend play. • Provide materials for drawing and encourage children to tell you what they have drawn.

Mathematics Knowledge & Skills

The Mathematics Knowledge & Skills domain describes children's abilities to understand numbers, quantity, and the relationships between them. Also important to this domain is a basic understanding of shapes, the position of shapes in space, patterns, and measurement. Many indicators described in this domain require children to make generalizations and think abstractly, which build cognitive skills that support early learning and are associated with positive outcomes. Some of the indicators and examples may not be appropriate until late in the 3–5 year age range.

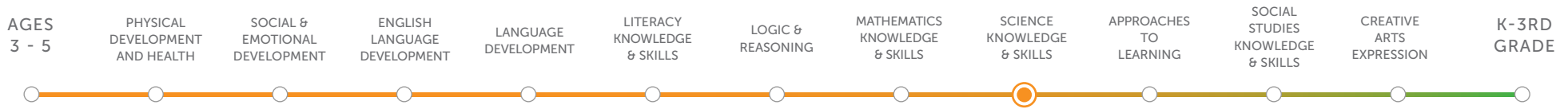| Mathematics Knowledge & Skills		
Indicators Children may . . .	**Examples** Children may. . .	**Suggested Supports** Adults may . . .
1. Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).		
1. Count verbally or sign to at least 20.* 2. Instantly recognize, without counting, small quantities of up to five objects and say or sign the number.* 3. Say or sign the number names in order when counting, pairing one number word that corresponds with one object, up to at least 10.* 4. Use the number name of the last object counted to answer "How many?" questions for up to approximately 10 objects.* 5. Accurately count as many as five objects in a scattered configuration or out of a collection of more than five objects.* 6. Understand that each successive number name refers to a quantity that is one larger.* 7. Identify whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.* 8. Identify and use numbers related to order or position from first to fifth.* 9. Associate a number of objects with a written numeral 0–5.* 10. Recognize and, with support, write some numerals up to 10.*	• Match a group of 1 to 10 objects with written and spoken numbers. • Count, group, and sort objects and materials. • Read stories, sing songs, and act out poems and finger plays that involve counting, numerals, and shapes. • Match a group of one to five objects with written and spoken numbers. • Copy a printed numeral using their own handwriting. • Play games that involve matching numerals to numbers of objects, such as dots on cards.	• Count and use numbers as you play together. Ask children to answer "How many?" to encourage children to count, compare which has more and which has less, and talk about quantity. • Make counting part of everyday routines, like setting the table or determining the number of people in a play area. • Have children group and order materials when cleaning up. • Play board games with a spinner, a die or dice, and other games such as dominoes, number blocks, and cards and puzzles with numbers. • Sing counting songs, finger plays, and read children's books with numerical content to provide a playful context for practicing counting and understanding cardinality. • Provide opportunities for children to write numbers that are meaningful to them, such as their age, how many people are in their family, or how many blocks they stacked to create a tall tower.

AGES 3 - 5

PHYSICAL DEVELOPMENT AND HEALTH · SOCIAL & EMOTIONAL DEVELOPMENT · ENGLISH LANGUAGE DEVELOPMENT · LANGUAGE DEVELOPMENT · LITERACY KNOWLEDGE & SKILLS · LOGIC & REASONING · MATHEMATICS KNOWLEDGE & SKILLS · SCIENCE KNOWLEDGE & SKILLS · APPROACHES TO LEARNING · SOCIAL STUDIES KNOWLEDGE & SKILLS · CREATIVE ARTS EXPRESSION

K-3RD GRADE

Mathematics Knowledge & Skills

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
2. Operations and Algebraic Thinking: The use of numbers to describe relationships and solve problems.		

1. Represent addition and subtraction in different ways, such as with fingers, objects, and drawings.*
2. Solve addition and subtraction problems set in simple contexts. Add and subtract up to at least five to or from a given number to find a sum or difference up to 1.*
3. With adult assistance, begin to use counting on (adding 1 or 2, for example) from the larger number for addition.*
4. Fill in missing elements of simple patterns.*
5. Duplicate simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extend patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.*
6. Identify the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.*
	• Use fingers on both hands to represent addition.
	
	• Add a group of three and a group of two, counting "One, two three …" and then counting on "Four, five!" while keeping track using their fingers.
	
	• Take three away from five, counting "Five, four, three … two!" while keeping track using their fingers.
	
	• Say after receiving more crackers at snack time, "I had two and now I have four."
	
	• Predict what will happen when one more object is taken away from a group of five or fewer objects, and then verify their prediction by taking the object away and counting the remaining objects.
	
	• Use art materials and other objects to create or replicate patterns (e.g., weaving, stringing beads, stacking blocks, or drawing repeating pictures).
	
	• Recognize patterns in a story or song.
	
	• Identify two blocks, one red and one blue, as the core unit of a longer pattern using alternating red and blue blocks.
	
	• Sequence story cards to show beginning, middle, and end.
		• Ask "How many more?" questions, such as, "We have three children in this group. How many more children do we need to make a group of five?"
		
		• Use books, songs, and games to introduce and reinforce the concepts of addition (adding to) and subtraction (taking away from).
		
		• Watch for opportunities to pose simple number problems during daily routines, interactions, and activities; for example:
		
		  1. If you give me one crayon, how many will you have left?
		
		  2. You have three apple slices. If I give you one more apple slice, how many apple slices will you have all together?
		
		• Point out patterns in indoor and outdoor environments. Invite children to identify patterns they see.
		
		• Invite children to create patterns physically through marching, sitting, jumping, or clapping (e.g., jump-jump-clap-clap, jump-jump-clap-clap or stand-clap-sit, stand-clap-sit). Sing songs which involve the use of physical patterns, like "If You're Happy and You Know It, Clap Your Hands" or "Hokey Pokey."
		
		• Create patterns with sounds by using rhythm instruments such as shakers or sticks.
		
		• Share books, stories, and nursery rhyme songs that have repetitive structures, phrases, or rhymes (e.g., "The Wheels on the Bus" or "Old MacDonald Had a Farm").

AGES 3 - 5   PHYSICAL DEVELOPMENT AND HEALTH   SOCIAL & EMOTIONAL DEVELOPMENT   ENGLISH LANGUAGE DEVELOPMENT   LANGUAGE DEVELOPMENT   LITERACY KNOWLEDGE & SKILLS   LOGIC & REASONING   MATHEMATICS KNOWLEDGE & SKILLS   SCIENCE KNOWLEDGE & SKILLS   APPROACHES TO LEARNING   SOCIAL STUDIES KNOWLEDGE & SKILLS   CREATIVE ARTS EXPRESSION   K-3RD GRADE

Mathematics Knowledge & Skills

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
3. Measurement and Data: The understanding of attributes and relative properties of objects as related to size, capacity, and area.		
1. Use comparative language, such as shortest, heavier, biggest, or later.* 2. Compare or order up to five objects based on their measurable attributes, such as height or weight.* 3. Measure using the same unit, such as putting together snap cubes to see how tall a book is.*	• Sort objects by physical characteristics such as a color or size. • Group objects according to their size, using standard and nonstandard forms of measurement (e.g., height, weight, length, color, or brightness). • Explore various processes and units for measurement and begin to notice different results of one method or another.	• Follow a pictorial recipe and let children measure, pour, and stir the ingredients while asking questions like, "How many cups of flour does the recipe show we need to put in the bowl?" • Provide opportunities for children to sort, classify and group household objects and materials. • Ask questions of measurement (e.g., "How many steps does it take to walk from the front door to your cubby?" or "How many blocks long is your arm?"). • Offer a variety of measuring tools and models, such as rulers, yardsticks, measuring tapes, measuring cups, scales, and thermometers. Children may not use each of these correctly, but they are developing early understandings of how tools measure things. • Provide opportunities for children to use non-standard measuring tools such as cubes, paperclips, blocks, etc.

Mathematics Knowledge & Skills

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
4. Geometry and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.		
1. Name and describe shapes in terms of length of sides, number of sides, and number of angles/corners.* 2. Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation.* 3. Analyze, compare, and sort two-and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes, such as size and shape.* 4. Compose simple shapes to form larger shapes. 5. Understand and use language related to directionality, order, and the position of objects, including up/down and in front/behind.* 6. Correctly follow directions involving their own position in space, such as "Stand up" and "Move forward."*	• Match, sort, group, and name basic shapes found outside or in the classroom. • Use pattern tiles to make shapes out of other shapes, such as putting two squares side-by-side to make a non-square rectangle. • Put away blocks and/or tiles into different containers based on the number or length of sides. • Use the vocabulary of geometry and position to describe shapes within the room and surrounding environment. • Understand relational directions, such as "Please put a mat under each plate."	• Use a sensory table with various bowls, cups, or other containers to encourage activities with shapes and sorting. • Provide children with puzzles made of simple geometric shapes and encourage saying the names of shapes as they play. • Discuss geometric shapes in terms of their attributes, such as "This is a circle. It's perfectly round with no bumps or corners. This is a triangle. It has three sides and three angles." • Use a variety of lengths and angles in their shapes (such as scalene triangles, long and thin rectangles) as well as more common configurations of shapes (such as equilateral triangles). • Provide opportunities for conversation using everyday words to indicate space location, shape, and size of objects by saying things like, "You crawled under the picnic table, over the tree stump, and now you are in the tunnel slide!" • Help children organize toys, pointing out concepts such as "in," "on," and "beside."

Science Knowledge & Skills

The Science Knowledge & Skills domain describes children's abilities to observe and gather information about the natural and physical world around them. Children use their natural curiosity to explore and ask questions about their environment, through which they learn about living things and natural processes. The indicators in science also describe ways in which children process information by making connections, predictions, and generalizations based on their observations.

Science Knowledge & Skills		
Indicators Children may . . .	**Examples** Children may. . .	**Suggested Supports** Adults may . . .
1. Scientific Inquiry: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.		
1. Observe and describes observable phenomena (objects, materials, organisms, and events). 2. Engage in scientific talk. 3. Compare and categorize observable phenomena. 4. Use senses to explore the properties of objects and materials (e.g., solids, liquids).* 5. Make simple observations, predictions, explanations, and generalizations based on real-life experiences.* 6. Notice change in matter.* 7. Observe, describe and discuss properties of materials and transformation of substances.* 8. Observe and discuss common properties, differences and comparisons among objects.*	• Use senses to gather information about objects, living things, and Earth materials. • Ask and pursue questions through simple investigations and observations of living things. • Observe nature and make predictions about natural events (e.g., growing seeds, caring for animals, charting weather). • Investigate changes in liquids and solids when substances are heated, cooled, combined, etc. • Predict outcomes when altering materials (liquids and solids) and record using journals, charts, graphs, technology or drawings. • Participate in experiments and ask "how" and "why" questions. • Draw connections between classroom experiments/investigation and real-world experiences (e.g., "The water turned to ice like the lake next to my house because it was cold.").	• Provide a variety of materials and objects (i.e., solids and liquids) to encourage children to observe, manipulate, sort, and describe physical properties (e.g., size, shape, color, texture, weight) using their five senses as well as simple tools (e.g., magnifiers, balance scales, funnels). • Provide opportunities for children to explore changes in matter (e.g., solids and liquids) when adding heat or cold, when mixing ingredients during cooking or when adding items to liquid (e.g., oil, pebbles). • Provide each child with materials for experiments. • Display child observations, predictions and projects.

Science Knowledge & Skills

| Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
2. Reasoning and Problem Solving: Gathering information to make predictions, conduct investigations and experiments, draw conclusions, and analyze and communicate results.		
1. Ask a question, gather information, and make predictions. 2. Plan and conduct investigations and experiments. 3. Analyze results, draw conclusions, and communicate results.	• Identify the common needs such as food, air, and water of familiar living things. • Make and record by drawing, acting out, or describing observations of living things and how they change over time. • Observe and explore the natural processes of growing, changing, and adapting to the environment.	• Engage children in exploring natural objects such as collecting small rocks, feathers, leaves, and other objects. • Engage children in observing events, such as wet and dry places and how the sun warms objects it shines on. • Engage children to reflect on what they learn, such as why a plant takes days to sprout. • Provide a variety of outdoor natural materials (smooth stones, shells, pinecones, acorns) that children can investigate.
3. Life Science: Make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.		
1. Observe, describe and discuss living things and natural processes.* 2. Observe similarities and differences in the needs of living things.* 3. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air and light.* 4. Ask and pursue questions through simple investigations and observations of living things.* 5. Collect, describe, and record information about living things through discussion, drawings, graphs, technology and charts.* 6. Identify differences between living and nonliving things.* 7. Identify the common needs such as food, air and water of familiar living things.* 8. Predict, explain and infer patterns based on observations and representations of living things, their needs and life cycles.* 9. Observe and document changes in living things over time using different modalities such as drawing, dramatization, describing or using technology.* 10. Recognize that plants and animals grow and change.*	• Match photographs of different habitats to the things that occupy them (i.e., worms live in the ground; fish live in water). • Sequence a series of photographs/pictures of a plant's growth. • Sequence a series of photographs/pictures of the life cycle of a butterfly from caterpillar to chrysalis/cocoon to butterfly. • Document the life cycle of living things. • Recognize that living things require water, air, and food. • Identify and describe through a variety of modalities the changes in living things overtime (e.g., bears hibernate when it is cold outside). • Investigate living things by caring for animals and plants in the classroom. • Document the human life cycle (i.e., babies grow into children, children grow to be adults, adults get older).	• Provide opportunities for children to engage with live animals and plants along with toy/stuffed animals and plants and photographs/pictures throughout the classroom. • Read books about living and nonliving things, inquire about how we know if something is living or not. • Display worm farms, bird feeders, caterpillar/butterfly habitats, and fish tanks for observation. • Watch the fish, observe and discuss the movement of the gills, explaining that this is how fish breathe under water. • Provide opportunities for children to use different materials (e.g., technology, journals, drawings, etc.) to observe living things. • Provide opportunities for observation and investigation of the characteristics of animals and plants over time. • Take nature walks. • Encourage children to identify similarities and differences between living things and document what each need to survive. • Provide opportunities for children to explore available outdoor habitats. • Provide opportunities for children to help feed the classroom pet, water the plants, etc.

Approaches to Learning

The Approaches to Learning domain describes dispositions that support children's initiative, curiosity, and creativity in learning. The examples describe observable behaviors that reflect these desirable traits. When children develop positive approaches to learning, they are more likely to have success in school.

Approaches to Learning		
Indicators Children may . . .	**Examples** Children may. . .	**Suggested Supports** Adults may . . .
1. Initiative and Curiosity: An interest in varied topics and activities, a desire to learn and independence in learning.		
1. Engage in independent activities. 2. Make choices and communicate these to adults and other children. 3. Independently identify and seek things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity. 4. Plan play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted. 5. Ask questions and seek new information. 6. Be willing to participate in new activities or experiences even if they are perceived as challenging. 7. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and activities.	• Use or combine materials/strategies in novel ways while exploring and solving problems. • Use senses to explore the environment. • Demonstrate a willingness to choose both familiar and new experiences.	• Show delight at children's discoveries (e.g., "Alicia, that is a beautiful pine cone! Tell me about where you found it."). • Encourage inquiry by asking open-ended questions, such as: 1. "I wonder how that got there?" 2. "What would happen if ...?" 3. "How might you do that?" 4. "How might you learn more about ...?" • Provide materials and time for children to follow their own interests, create, and explore. • Play games that build on and extend children's curiosity, such as "I Spy" or "Mystery Bag." • Change plans if children initiate a more interesting idea or experience.

AGES 3 - 5   PHYSICAL DEVELOPMENT AND HEALTH   SOCIAL & EMOTIONAL DEVELOPMENT   ENGLISH LANGUAGE DEVELOPMENT   LANGUAGE DEVELOPMENT   LITERACY KNOWLEDGE & SKILLS   LOGIC & REASONING   MATHEMATICS KNOWLEDGE & SKILLS   SCIENCE KNOWLEDGE & SKILLS   APPROACHES TO LEARNING   SOCIAL STUDIES KNOWLEDGE & SKILLS   CREATIVE ARTS EXPRESSION   K-3RD GRADE

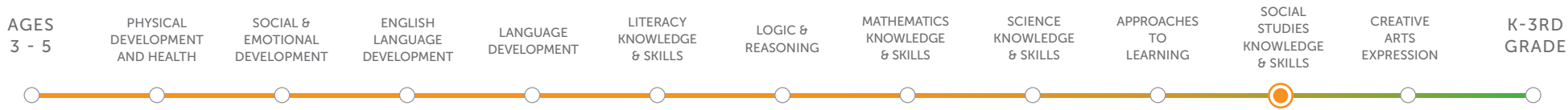| Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
2. Creativity: Creatively engaging in learning and interactions with others.		
1. Ask questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. 2. Approach tasks, activities, and play in ways that show creative problem solving. 3. Use multiple means of communication to creatively express thoughts, feelings, or ideas. 4. Engage in social and pretend play. 5. Use imagination with materials to create stories or works of art. 6. Use objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	• Communicate creative ideas and actions both with and without prompting from adults. • Ask questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. • Approach tasks, activities, and play in ways that show creative problem solving. • Use multiple means of communication to creatively express thoughts, feelings, or ideas.	• Create an environment where children feel supported and can take risks (i.e., they aren't afraid to try and fail). Praise effort and persistence (e.g., "You worked really hard on that!"). • Allow time for children to investigate their own interests. Actively listen to their ideas and ask questions that invite children to explain what they are doing and why. • Respond to children in ways that let them know you accept and appreciate the creative ways they solve problems, approach tasks, and express themselves. • Provide children with opportunities to create and explore with a variety of materials.
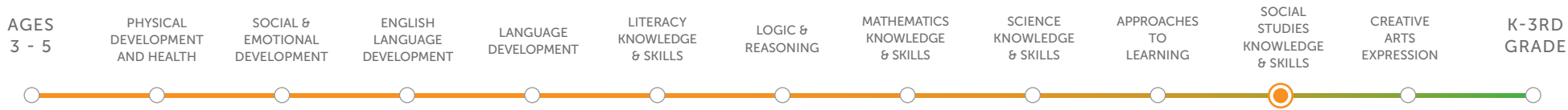
Social Studies Knowledge & Skills

The Social Studies Knowledge & Skills domain describes children's learning about people, places, events, and society, and how these things relate to their lives. By learning about themselves, their family, and their community, children develop self-identity and expand their understanding of places and people outside their direct experience.

Social Studies Knowledge & Skills		
Indicators Children may . . .	**Examples** Children may. . .	**Suggested Supports** Adults may . . .
1. History and Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.		
1. Differentiate between past, present, and future. 2. Recognize family or personal events that happened in the past. 3. Understand that how people live and what they do changes over time.	• Tell stories of past events. • Select examples from pictures that illustrate past, present, and future. • Describe how they have grown. • Participate in creating a class memory book. • Track the height of the classroom plant and record progress photos and measurements on a calendar.	• Ask children to recall events from earlier in the day or from the day before. • Provide scaffolding to assist children's recall of prior learning and events. • Ask children to identify their plan for center time. • Provide opportunities for children to plan for upcoming transitions, events, and activities.

Social Studies Knowledge & Skills

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
2. Geography: Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.		
1. Identify aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, and land formations. 2. Develop an awareness of the school, neighborhood, and community.	• Build with blocks or draw various environments. • Take pictures of familiar building locations to place on a map of the school. Children may glue the pictures on the map while the adult labels the location. • Identify and discuss the things they see, such as trees, fountains, streets, etc.	• Involve children in firsthand experiences in their community. For example: exploration of the school, neighborhood, and city. • Furnish learning centers with literature, activities, and materials for play based on children's experiences with their community. For example: visit the school office and then create a classroom office. • Involve children in discussions about the homes they live in and the different types of homes and buildings in the community. For example: taking neighborhood walks. • Have children interpret simple maps of the classroom, playground and neighborhood. • Provide materials, literature, and activities that explore different types of homes and aspects of the children's surrounding environment. For example: apartments, single-family homes, motels, modular homes, trees, rivers, mountains, and buildings. • Display pictures of familiar community buildings and landmarks in block, writing, or other centers.

AGES
3 - 5

PHYSICAL
DEVELOPMENT
AND HEALTH

SOCIAL &
EMOTIONAL
DEVELOPMENT

ENGLISH
LANGUAGE
DEVELOPMENT

LANGUAGE
DEVELOPMENT

LITERACY
KNOWLEDGE
& SKILLS

LOGIC &
REASONING

MATHEMATICS
KNOWLEDGE
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SCIENCE
KNOWLEDGE
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APPROACHES
TO
LEARNING

SOCIAL
STUDIES
KNOWLEDGE
& SKILLS

CREATIVE
ARTS
EXPRESSION

K-3RD
GRADE

Social Studies Knowledge & Skills

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
3. Economics: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.		
1. Identify choices that individuals can make. 2. Explain how individuals earn money and use it to make choices among their various wants. 3. Recognize coins and currency as money. 4. Identify how money is used. 5. Discuss why we need money. 6. Sort coins by physical attributes such as color or size.	• Engage in dramatic play, playing various job roles and pretending to perform the work associated with the chosen job. • Use pretend money while engaging in dramatic play activities. • Pretend to have jobs and be paid for their work. • Exchange money for goods through play. • Identify that money is used to buy things. • Explain that money can be saved.	• Provide opportunities for children to participate in classroom jobs. • Create situations in which children exchange money in a play situation. • Provide materials and opportunities for children to dramatize interactions with currency exchange. • Read stories related to currency. • Set up dramatic play opportunities that involve the use of pretend money. For example: bank, grocery store, or restaurant. • Use names of coins and currency when talking about money.
4. Civics: Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.		
1. Understand the reasons for rules in the home and classroom and for laws in the community. 2. Show interest in interacting with and developing relationships with others. 3. Recognize that everyone has rights and responsibilities within a group. 4. Demonstrate self-regulated behaviors and fairness in resolving conflicts.	• Participate in the development of classroom rules. • Describe classroom rules. • Work cooperatively with other children to achieve an outcome. • Participate in group decision-making. • Notice the classroom rules and support others in remembering the rules. • Develop a few simple classroom rules.	• Discuss rules with children. • Explain the purpose of rules such as safety and respect. • Begin to introduce games that have rules. • Read both fiction and nonfiction books that support following rules. Create a class rules chart. • Engage children in class meetings and decision-making. • Give children classroom jobs and responsibilities. • Provide activities that require cooperative play.

Creative Arts Expression[1]

The Creative Arts domain describes the variety of artistic activities that allow children to use their imaginations, creativity, and express ideas in a variety of mediums. Included in this domain are indicators for dance, drama and theatre arts, music, and visual arts. The creative arts provide a means for children to display their understanding of a wide variety of knowledge and ideas that are part of other domains.

Creative Arts Expression (Dance)		
Indicators Children may . . .	**Examples** Children may. . .	**Suggested Supports** Adults may . . .
1. Movement: The use of the body to move to music and express oneself.		
1. Safely practice simple locomotor and non-locomotor movements. 2. Explore movement in time and space using shape, size, level, direction, stillness and transference of weight (stepping). 3. Explore movement to encourage (kinesthetic) body awareness. 4. Explore simple phrases of movement to experience rhythm, clapping and moving to music in relationship to others.	• March and dance to music or rhythmical sounds. • Suggest a way to move (e.g., like a butterfly) during the transition from outdoors to indoors. • Participate in jumping/leaping over "rivers" spread around the room.	• Provide ample time daily for children to use their bodies to move in a variety of ways, both indoors and outdoors. • Arrange for large open spaces where children can move freely and small spaces (e.g., carpet squares, hula hoops, low balance beam) for children to practice more controlled movements. • Enjoy participating alongside children in planned and spontaneous movement and dance activities. • Model and integrate different movements (e.g., twist, bend, hop, slide, roll, stretch) into the daily routines. • Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch, balance). • Include movements that children with physical disabilities can perform with different parts of their bodies. • Challenge children to think of specific ways to travel to various areas. • Bring attention to a child's created movements and invite others to observe, imitate and suggest their individual ideas.

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1   The 2015 ELOF does not include Creative Arts Expression, content in this domain is written verbatim from the 2020 Preschool Visual and Performing Arts Colorado Academic Standards (CAS).

Creative Arts Expression (Dance)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
2. Create, Compose, and Choreograph: Using the dance elements of space, time, and energy to explore, improvise, and develop movement phrases, sequences and dances.		
1. Create movements in response to sensory ideas (e.g., textures, colors, smells) and images from nature. 2. Move to express different feelings in personal and general space. 3. Explore movement while moving with objects (e.g., scarves, feathers, balls). 4. Transfer same movements to different body parts and use repetition.	• Describe why they chose those specific movements to express a certain emotion. • Demonstrate a creative movement in pretend play (e.g., a cat pouncing on a ball, a fish swimming in the classroom aquarium, a rocket ship lifting off). • Move creatively to instrumental music. • Lead a simple movement pattern for others to copy.	• Provide an environment that encourages children to use movement to recognize and understand feelings. • Invite children to move in ways that demonstrate how a character in a story might feel or move in response to a problem. • Ask children to recall a familiar activity such as a field trip, daily routine, or special event using movement to represent the experience. • Provide a variety of props to inspire children to explore or make up their own creative movements. • Connect movement or dance to a curriculum study and integrate throughout the daily routine. • While reading stories, look for words and images that suggest movement, pause and encourage children to use movement to represent the word or image. • Model patterns of movements, starting simply and increasing complexity as appropriate.
3. Historical and Cultural Context: Understanding the global and cultural relevance of dance.		
1. Explore how dance expresses ideas and emotions. 3. Explore occasions for dance across different cultures. 4. Explore shapes, levels and patterns in a dance, and describe the actions.	• Bring in a photo to show and/or talk about an occasion in which they experienced dance. • Watch a performance with interest and begin to copy a movement observed in a dance.	• Ask families to share traditional music and dances from their cultures. • Invite family members and community groups to the classroom to speak about and teach children a dance. • Provide a range of music such as classical, jazz, rock, rap, salsa and props from various cultures to imitate dance experiences. • Use photographs, short videos, and books about dance or movement performed by various groups of people. • Ask children to share personal stories about times in which they have seen or participated in cultural dances.

Creative Arts Expression (Dance)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
4. Reflect, Connect, and Respond: Reflecting upon dance, connecting it with other disciplines, responding to it to discuss and analyze dance as art.		
1. Experience the joy of seeing and responding to dance. 2. Demonstrate movement to express emotion. 3. Express what is seen and felt in a movement with different tempos, rhythms and genres. 4. View a performance with attention. 5. Describe a dance in their own words. 6. Show their favorite dance move to the performers or each other.	• Clap following a dance performance by a classmate or guest. • Imitate a movement seen in a dance performance. • Tell what was enjoyed in a particular dance. • Show excitement to watch a creative movement or dance performance. • Comment on or imitate a movement that was observed in a dance. • Explore the process of creating an art work in response to a dance performance (e.g., drawing, painting, invented movement).	• Plan opportunities in the classroom for children to observe and respond to a variety of dance genres performed by peers, family members, local community groups or professionals. • Model asking a question or sharing a thought about a creative movement or dance. • Model using words or actions to describe what was liked about a particular performance. • Integrate a range of music in daily routine for children to listen and freely move to. • Invite a special guest or group to the classroom to demonstrate a creative movement or dance performance. • Attend performances in settings outside the classroom such as a trip to a local rehearsal or performance. • Model and talk about appropriate audience behaviors of watching, listening, and showing appreciation. • Model describing or responding to a particular dance work.

Creative Arts Expression (Drama and Theater Arts)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
1. Create: Creating and forming theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.		
1. Create characters and environments using imagination and background knowledge through dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 2. Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 3. Communicate ideas through actions and words using imagination and background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 4. Investigate story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 5. Apply personal experiences to a story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).	• Identify an emotion or feeling in connection to a particular action, facial expression, or word. • Use speech or sounds to imitate a person or object. • Draw pictures or tell stories of their own experiences in order to form dramatic play. • Listen to stories and use them as a jumping-off point for dramatic play. • Recall an experience while exploring within dramatic play.	• Provide ample time and space, indoors and outdoors, for children to engage in dramatic play and storytelling in their own way. • Dramatize stories from children's cultural and personal experiences by asking families to share stories. • Represent various characters using facial expressions, body movements, and gestures. • Ask students to draw a picture or tell stories of their own experiences as a prompt for dramatic play. • Engage students' background knowledge through questioning as a prompt for dramatic play (e.g., "When was a time you were courageous?"). • Tell or read a story as a jumping-off point for dramatic play. • Model by sharing a personal or shared class experience.

Creative Arts Expression (Drama and Theater Arts)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
2. Perform: Expressing the human experience in story, movement, speech, and staging for an intended audience.		
1. Make appropriate character reactions that connect the environment or cultures of the story using imagination or background knowledge in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 2. Create characters using body and voice in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 3. Explore and experiment with various design or technical elements in dramatic play or a guided drama experience. 4. Interpret character choices and emotions using voice and body in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).	• React to shared cultural or everyday experiences. • Create a character using voice, body and facial expression from an adult's modeling. • Utilize technical elements such as lighting, costumes, props, etc. to help tell stories, create moods, build environments, and define characters. • Choose various facial expressions, body movements, gestures, and vocal choices to express character emotions to character choices.	• Describe or share about a cultural experience. • Build or re-create cultural experiences for children. • Model characters or utilize books, movies, real life community members, animals, etc. as a way to show various characters. • Discuss and create experiences showing how technical elements help to tell stories, create mood, build environments and define characters. • Ask reflective questions concerning a dramatic play or guided drama such as, "How did your character feel when the wolf knocked on the door?" "What did you do when your character felt that way?" • Lead discussions to compare emotions and ways to portray each.
3. Respond: Responding to the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.		
1. Recall an emotional response in dramatic play or a guided drama experience. 2. Reflect on choices in a dramatic play and guided drama experiences. 3. Name and describe characters in a dramatic play or a guided drama. 4. Recognize artistic choices. 5. Identify and connect stories and cultural experiences that are similar to one another in dramatic play or a guided drama experience.	• Express (through vocalizations or movements) how his/her character felt, moved, vocalized, or gestured when thinking about various moments in a dramatic play or guided drama. • Answer questions using vocalizations or movements to define and describe characters. • Answer questions and express ideas through movements or vocalizations that define their artistic choices. • Connect personal experiences and express ideas in reaction to a story through movements or vocalization.	• Ask reflective questions concerning a dramatic play or guided drama such as, "How did your character feel when the wolf knocked on the door?" "What did you do when your character felt that way?" • Ask reflective "what" questions on student experiences such as, "What did your biggest shape look like?" or "What movement was the most sharp?" • Utilize story to have students define a character's appearance and feelings. For example, "Which characters came to help?" "What did the animals look like?" "What did the characters do when they received help?" • Use questions to lead discussion, for example, "When was the character really scared?" "What did we do to create the environment?" "What was your favorite..." • Ask reflective questions that connect personal experiences to a story; for example, "What are ways your family celebrates different holidays?"

Creative Arts Expression (Music)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
1. Music Expression: The use of voice and instruments to create sounds.		

1. Use voices expressively when speaking, chanting, and singing.
2. Perform through multiple modalities a variety of simple songs and singing games alone and with others.
3. Use voice and/or instruments to enhance familiar songs or chants.
4. Respond to rhythmic patterns and elements of music using expressive movement.
5. Apply teacher feedback for progress of musical practice and experience.
	• Sing along to verses of songs that have a repeated pattern.
	• Act out actions in songs.
	• Play with instruments to create different sounds.
	  1. Clap hands in response to music with various beats.
	  2. Make vocal sounds.
	  3. Use words such as loud or soft, fast or slow to describe music.
	  4. Move arms up to high notes and down to low notes.
	• Sing along with recordings of learned songs.
	• Choose when to appropriately sing, speak, and chant the words of a learned song.
	• Practice using high and low vocal sounds.
	• Play singing games.
		• Enjoy making and listening to music.
		• Use their voices in different ways (e.g., varying volume, imitating sounds of machines, actions, animals and various characters) while reading a book, telling a story or singing.
		• Incorporate simple songs throughout the daily routine and transitions.
		• Introduce parts of a song and repeat until everyone learns the words. Incorporate signs or actions to the words.
		• Read children's books based on songs and encourage children's participation in multiple ways.
		• Provide a variety of appropriate instruments (e.g., maracas, rhythm sticks, bells, tambourines, drums) for children to use for musical experimentation.
		• Sing a tone or make a sound and invite children to repeat or echo it.
		• Experiment with having children match sounds, beats, words, pitches and speed.
		• Play music from different cultures and traditions.
		• Sing songs or play music suggested by children's families.
		• Offer different types of music rhythms, patterns, tempos, and invite children to clap, tap, or move to the beat.
		• Provide many opportunities for children to hear or feel the vibrations of music with a prominent and steady beat.
		• Use recorded models of children singing songs.
		• Model contrasting ways of singing/speaking songs.
		• Help students identify missed words of a song.
		• Play singing games.
		• Break songs down into parts for students to echo-sing.

AGES
3 - 5

PHYSICAL
DEVELOPMENT
AND HEALTH

SOCIAL &
EMOTIONAL
DEVELOPMENT

ENGLISH
LANGUAGE
DEVELOPMENT

LANGUAGE
DEVELOPMENT

LITERACY
KNOWLEDGE
& SKILLS

LOGIC &
REASONING

MATHEMATICS
KNOWLEDGE
& SKILLS

SCIENCE
KNOWLEDGE
& SKILLS

APPROACHES
TO
LEARNING

SOCIAL
STUDIES
KNOWLEDGE
& SKILLS

CREATIVE
ARTS
EXPRESSION

K-3RD
GRADE

Creative Arts Expression (Music)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
2. Creation of Music: Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.		
1. Improvise sound effects to accompany play activities. 2. Use improvised movement to demonstrate musical awareness.	• Move or play in response to music. • Improvise sound effects during play.	• Enjoy participating alongside children in creating different sounds during pretend play. • Listen to and imitate children's sound effects. • Comment on the ways children use their voices or make sound effects to encourage further experimentation. • Call attention to sounds in the indoor and outdoor environment. • Use music or sound to enhance routines and learning activities such as playing the same piece of music to signal a cleanup time.
3. Theory of Music. Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.		
1. Use individual means to respond to rhythm. 2. Use individual means to respond to pitch. 3. Use individual means to respond to dynamics. 4. Use individual means to respond to form. 5. Use invented symbols to represent musical sounds and ideas. 6. Use personal communication to describe sources of sound. 7. Use individual means to respond to dynamics and tempo. 8. Recognize a wide variety of sounds and sound sources.	• Use words or other expressions to say why they like music. • Use words or other expressions to describe differences in music. • Share why they like some music better than others. • Communicate a song's meaning and intent through drawing or painting (e.g., drawing farm animals while listening to "Old MacDonald"). • Move arms up to high notes and down to low notes. • Identify types of sounds (voice vs. instrument). • Use words to identify sounds they hear in their world.	• Play their favorite kinds of music with children and tell what they like about it. • Play and discuss a variety of musical styles. • Invite children to compare their responses to different types of music. • Ask questions such as how a piece of music makes them feel, what they do or do not like about it and how it is similar to other music they have heard. • Provide opportunities for children to listen to recorded music while drawing or painting. • Model moving arms up when hearing high notes and down with low notes. • Demonstrate a variety of vocal and instrumental sounds. • Play sounds that students may hear in their world (e.g., train whistle, thunderstorm, a concert).

AGES 3 - 5

PHYSICAL DEVELOPMENT AND HEALTH

SOCIAL & EMOTIONAL DEVELOPMENT

ENGLISH LANGUAGE DEVELOPMENT

LANGUAGE DEVELOPMENT

LITERACY KNOWLEDGE & SKILLS

LOGIC & REASONING

MATHEMATICS KNOWLEDGE & SKILLS

SCIENCE KNOWLEDGE & SKILLS

APPROACHES TO LEARNING

SOCIAL STUDIES KNOWLEDGE & SKILLS

CREATIVE ARTS EXPRESSION

K-3RD GRADE

Creative Arts Expression (Music)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
4. Aesthetic Valuation of Music: Evaluate and respond to music using criteria to make informed musical decisions.		
1. Move, sing, or describe to show preference for styles of music. 2. Discuss feelings in response to music. 3. Use individual communication to describe music. 4. Explore music from media, community, and home events. 5. Listen and respond to various musical styles, such as marches and lullabies. 6. Communicate feelings in music. 7. Express personal interests regarding why some music selections are preferred over others.	• Move, dance, sing in response to music. • Indicate preference for certain songs or styles of music. • Request their favorite music. • Move in different ways to different styles of music (e.g., children's songs, lullabies, jazz, marches, etc.). • Bounce, sway, walk, march or skip to music.	• Model and talk about why they chose to listen to a particular musical selection. • Plan classroom experiences in which children are exposed to a variety of musical styles. • Provide children with access to an organized music area and supply with a range of recorded music (e.g., classical, jazz, rock, rap, salsa) and props (e.g., scarves, ribbons, bells) for children to access independently. • Provide children with opportunities to express opinions about music through verbal response, movement, and play. • Play a variety of music styles for children. • Demonstrate movement to music (e.g., marching, skipping, walking, rocking). • Encourage free movement to music of various styles.

Creative Arts Expression (Visual Arts)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
1. Observe and Learn to Comprehend: Identify art in daily surroundings.		
1. Select images in materials such as but not limited to books, cartoons, computer games, and environmental print. 2. Use age-appropriate communication to describe works of art. 3. Recognize basic language of art and design in relation to daily surroundings.	• Move with a variety of colored scarves noticing how color and shape are changed by the light and movement. • Bring attention to patterns, shapes, lines, or colors found in objects and design inside as well as in nature and the outdoor environment. • Comment or draw attention to a feature of a food item or packaging at snack or meal time. • Ask a question about a work of art. • Notice and discuss the illustrations in picture books as inspiration for making original art. • Help decide which of their art works should be displayed. • Point out images of personal preference found in the everyday and connect to stories about their life.	• Incorporate art experiences throughout the daily routine. • Stress process over product when viewing a work of art. • Post or make available visual representations such as photographs of familiar objects, places and illustrations from books in the art area. • Hang art reproductions showing familiar experiences. • Provide opportunities for children to explore and classify various art media. For example, children may sort photographs, sculptures, collages, drawings, and paintings into groups. • Provide opportunities for children to discover art in their homes, classroom, center or school and community. • Display children's art creations attractively and prominently in the art room, as much as possible at children's eye level. • Display collaborative work, such as but not limited to murals, as well as individual work. • Remove displays before the room becomes cluttered or when children lose interest. • Prioritize the display of children's art over commercially purchased posters.

Creative Arts Expression (Visual Arts)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
2. Envision and Critique to Reflect: Evaluate the effectiveness of what is made during the creative process.		
• Explain that works of art communicate ideas and tell stories. • Communicate a story about a work of art. • Discuss one's own artistic creations and those of others.	• Tell the story of their own work. • Show or tell the steps used in making their own art. • Use the illustrations of books as inspiration to create their own story.	• Include various art forms, materials, and techniques representing children's cultures. • Encourage children to take art home to share with families. • Encourage children to talk about their art by commenting on colors, textures, techniques, and patterns. • Share wordless picture books and invite children to tell the story. • Display children's art at their eye level within the classroom (with their permission) to encourage discussion. • Provide a safe space for children's works-in-progress to be labeled and stored to encourage children to extend elaborating on their work over subsequent days. • Ask questions that encourage children to think about their creations and why they made particular choices. • Display prints of fine art and books that include art reproductions. • Ask children to dictate stories about artwork they have created. • Take photos of children's work and record their explanations.

Creative Arts Expression (Visual Arts)

Indicators Children may . . .	Examples Children may. . .	Suggested Supports Adults may . . .
3. Invent and Discover to Create: Use different skills to generate works of art for functional, expressive, conceptual, and social/cultural purposes.		
1. Explore the process of creating works of art at one's own pace. 2. Use art materials freely, safely, and with respect to specific environments. 3. Engage in the process of creating visual narratives from familiar stories and subject matter.	• Use a combination of materials in an inventive way. • Try a variety of techniques. • Talk about the subject of personal artwork. • After several readings of a favorite story, participate in a process that represents the story. • Learn by discovery, such as by finding out what happens when colors are mixed rather than being told ahead of time. • Make choices about their artwork and envision what might happen if they make changes or additions to a work of art.	• Provide children with access to an organized art area and supply with a variety of developmentally appropriate art materials and emphasize open-ended, process-oriented activities. • Designate an area where children can be free to use art materials and be messy; provide cleaning tools and model how to use them to clean up when finished. • Plan art activities that extend children's understanding of art techniques and art media. • Introduce children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture, collage) during hands-on activities and explorations. • Stress the process over product. • Label how children describe areas, techniques or subject matter in their artwork. • Respect children's work and ask permission to write directly on their picture. • Write children's narratives about their artwork on sticky notes or labels and attach to the side or beneath their picture to encourage families to discuss the artwork with their child.
4. Relate and Connect to Transfer: Make new connections to their own environments, cultures, and stories through the process of making art.		
1. Explain what an artist does and who an artist can be. 2. Identify some of the activities in which artists participate. 3. Identify arts materials used by artists.	• Make decisions about, request and use names for, art materials while working in the art center (such as, but not limited to, pastels, clay, yarn, etc.).	• Draw children's attention to the illustrations in a book and read about the artist. For example, children may make a work of art inspired by the process and material choice of the illustrator. • Invite family members or local artists to talk about the materials, tools, and techniques they used to create a piece of artwork. • Use the correct art vocabulary for materials, tools, and actions (in English as well as in any other of the children's home languages) while children are actively engaged in working with art materials. • Plan opportunities for children to see artists in action.

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