IGNITE BY HATCH™ AND UTAH CORE STANDARDS ALIGNMENT TO PREKINDERGARTEN STANDARDS

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds
OBJECTIVE / STRAND		**SCIENCE**
INDICATOR / CLUSTER	**Strand 1:**	**WEATHER**
EXPECTATION / STANDARD	Standard 3–4 yr.1.1.	**Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.** Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment Science & Technology/Earth Science/Level 3: Analyzes patterns in weather and the effects of weather on the Earth's environment Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
EXPECTATION / STANDARD	Standard 3–4 yr.1.2.	**Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.** Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment Science & Technology/Earth Science/Level 3: Analyzes patterns in weather and the effects of weather on the Earth's environment Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**LIGHT**
EXPECTATION / STANDARD	Standard 3–4 yr.2.1.	**Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.** Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials Science & Technology/Physical Science/Level 3: Identifies 5 senses and demonstrates understanding of what our senses do Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties

EXPECTATION / STANDARD	Standard 3–4 yr.2.2.	**Carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.**
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
EXPECTATION / STANDARD	Standard 3– 4yr.2.3.	**Plan and carry out an investigation to determine the effect of sunlight and water on plant growth. Examples could include growing plants in light or dark places.**
		Science & Technology/Earth Science/Level 1: Identifies materials in the environment
		Science & Technology/Earth Science/Level 2: Identifies changes and properties in the Earth's environment
		Science & Technology/Earth Science/Level 4: Evaluates changes to the Earth's environment
		Science & Technology/Life Science/Level 1: Identifies at least one living thing
		Science & Technology/Life Science/Level 2: Identifies at least 3 living things
		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
		Science & Technology/Life Science/Level 6: Classifies plants based on observable characteristics
		Science & Technology/Life Science/Level 7: Identifies basic parts of plants

STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 3:**	**LIVING THINGS**
EXPECTATION / STANDARD	Standard 3-4 yr.3.1.	**Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, and animals depend on water and food to live.**
		Science & Technology/Earth Science/Earth Science/Level 7: Makes a model to show the relationship between the needs of different plants or animals (including humans) and the places they live
		Science & Technology/Life Science/Level 1: Identifies at least one living thing
		Science & Technology/Life Science/Level 2: Identifies at least 3 living things
		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time

		Science & Technology/Life Science/Level 6: Classifies plants based on observable characteristics
		Science & Technology/Life Science/Level 7: Identifies basic parts of plants
		Social Studies/Community Awareness/Level 8B: Shows an understanding of ways that groups and institutions work to meet people's needs and promote, or fail to promote, the common good
EXPECTATION / STANDARD	Standard 3–4 yr.3.2.	**Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive.**
		Science & Technology/Earth Science/Earth Science/Level 7: Makes a model to show the relationship between the needs of different plants or animals (including humans) and the places they live
		Science & Technology/Life Science/Level 1: Identifies at least one living thing
		Science & Technology/Life Science/Level 2: Identifies at least 3 living things
		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
		Social Studies/Community Awareness/Level 8B: Shows an understanding of ways that groups and institutions work to meet people's needs and promote, or fail to promote, the common good
EXPECTATION / STANDARD	Standard 3-4 yr.3.3.	**Obtain and communicate information about the behavior patterns that help humans and animals survive when they are young. Examples of behavior patterns could include parents responding to needs, providing shelter and sustenance, and ensuring the security of their offspring.**
		Science & Technology/Earth Science/Earth Science/Level 7: Makes a model to show the relationship between the needs of different plants or animals (including humans) and the places they live
		Science & Technology/Life Science/Level 1: Identifies at least one living thing
		Science & Technology/Life Science/Level 2: Identifies at least 3 living things
		Science & Technology/Life Science/Level 3: Identifies the basic needs of living things (air, water, food, shelter)
		Science & Technology/Life Science/Level 4: Identifies how living things change over time
		Science & Technology/Life Science/Level 5: Identifies living things and their basic needs, and how they grow and change over time
		Social Studies/Community Awareness/Level 8B: Shows an understanding of ways that groups and institutions work to meet people's needs and promote, or fail to promote, the common good

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3- and 4-Year-Olds
INDICATOR / CLUSTER	Strand 4:	MATTER AND MOTION
EXPECTATION / STANDARD	Standard 3-4 yr.4.1.	**Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.** Science & Technology/Earth Science/Level 1: Identifies materials in the environment Science & Technology/Physical Science/Level 1: Identifies the properties of natural and/or humanmade material Science & Technology/Physical Science/Level 2: Identifies 4 of 5 senses and demonstrates understanding of the texture of materials Science & Technology/Physical Science/Level 3: Identifies 5 senses and demonstrates understanding of what our senses do Science & Technology/Physical Science/Level 4: Sorts, groups, or classifies objects based on one or more properties Science & Technology/Physical Science/Level 5: Identifies the effects magnets have on some items Science & Technology/Physical Science/Level 5: Identifies the effects magnets have on some items Science & Technology/Physical Science/Level 5: Identifies the effects magnets have on some items
EXPECTATION / STANDARD	Standard 3-4 yr.4.2.	**Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.** Science & Technology/Physical Science/Level 5: Identifies the effects magnets have on some items
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 1:	ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING
EXPECTATION / STANDARD	Standard ELA 3 yr.1.3.	**Begin to ask and answer simple questions (for example, who, what, where).** Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how) Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions

EXPECTATION / STANDARD	Standard ELA 3 yr.1.6.	**With prompting and support, sort objects into categories (for example, shapes, foods) and begin to discuss commonalities and differences.**
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
EXPECTATION / STANDARD	Standard ELA 3 yr.1.7.	**With prompting and support, explore opposites (antonyms) (for example, happy/sad, up/down, big/little).**
		Language & Communication Development/Vocabulary/Level 4: Demonstrates understanding of common antonymns
EXPECTATION / STANDARD	Standard ELA 3 yr.1.8.	**With prompting and support, engage in conversations with peers and adults.**
		Language & Communication Development/Vocabulary/Level 4: Demonstrates understanding of common antonymns
EXPECTATION / STANDARD	Standard ELA 3 yr.1.10.	**Follow one-step directions to complete a task or routine (for example, "Please find a seat on the rug." "Please put the ball in the basket.").**
		Language & Communication Development/Listening & Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 3: Follows two-step, oral directions (that relate to familiar activity or situation
		Language & Communication Development/Listening & Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 5: Carries out multi-step requests that relate to familiar activities or situations
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**READING**
EXPECTATION / STANDARD	**Sub-strand:**	**CONCEPTS OF PRINT**
INDICATOR	Standard ELA 3 yr.2.1.	With prompting and support, correctly hold a book.
		Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation

INDICATOR	Standard ELA 3 yr.2.2.	With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/ photographs relate to the text.
		Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation
		Literacy/Concepts of Print/Level 2: Distinguishes print from pictures
		Literacy/Concepts of Print/Level 3: Demonstrates understanding of print directionality
		Literacy/Concepts of Print/Level 4: Identifies book parts and features
		Literacy/Concepts of Print/Level 5: Distinguishes letters from words
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
		Literacy/Segmenting/Level 1:Identifies separate words within a sentence
INDICATOR	Standard ELA 3 yr.2.4.	With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.
		Literacy/Concepts of Print/Level 3: Demonstrates understanding of print directionality
INDICATOR	Standard ELA 3 yr.2.5.	Explore the difference between pictures and words.
		Literacy/Concepts of Print/Level 2: Distinguishes print from pictures
		Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**READING**
EXPECTATION / STANDARD	**Sub-strand:**	**PHONOLOGICAL AWARENESS**
INDICATOR	Standard ELA 3 yr.2.8.	With prompting and support, explore sounds (phonemes) in spoken language.
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters

Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters

Literacy/Blending/Level 1: Combines two words to make a compound word.

Literacy/Blending/Level 2: Adds missing word to form compound word.

Literacy/Blending/Level 3: Combines syllables to form words

Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words

Literacy/Blending/Level 5: Blends phonemes to form simple words

Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds

Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word

Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word

Literacy/Rhyming/Level 2: Determines if two words rhyme

Literacy/Rhyming/Level 3: Matches rhyming words

Literacy/Rhyming/Level 4: Determines which word does not rhyme

		Literacy/Rhyming/Level 5: Sorts words by rhyme
		Literacy/Segmenting/Level 2: Segments compound words into two words
		Literacy/Segmenting/Level 3: Deletes word from a compound word
		Literacy/Segmenting/Level 4: Segments words into syllables
		Literacy/Segmenting/Level 5: Explores segmenting simple words into individual phonemes
INDICATOR	Standard ELA 3 yr.2.9.	With prompting and support, explore rhyming words in familiar songs/books.
		Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
		Literacy/Rhyming/Level 2: Determines if two words rhyme
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
INDICATOR	Standard ELA 3 yr.2.10.	With prompting and support, explore syllables in simple words (for example, clap children's names).
		Literacy/Blending/Level 3: Combines syllables to form words
		Literacy/Segmenting/Level 4: Segments words into syllables
INDICATOR	Standard ELA 3 yr.2.12.	With prompting and support, begin to identify the initial sounds of words.
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**READING**
EXPECTATION / STANDARD	**Sub-strand:**	**WORD RECOGNITION**
INDICATOR	Standard ELA 3 yr.2.13.	With prompting and support, explore that words are made up of letters and sounds.
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Concepts of Print/Level 5: Distinguishes letters from words
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
		Literacy/Segmenting/Level 1:Identifies separate words within a sentence
INDICATOR	Standard ELA 3 yr.2.14.	With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**READING**
EXPECTATION / STANDARD	**Sub-strand:**	**COMPREHENSION**

		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story
		Literacy/Key Ideas & Details/Level 4: Recalls key details from a story
		Literacy/Key Ideas & Details/Level 5: Recalls the order of events in a story
INDICATOR	Standard ELA 3 yr.2.18.	With prompting and support, ask and answer simple questions relating to a text, media, or information presented orally.
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
OBJECTIVE / STRAND		**FINE ARTS**
INDICATOR / CLUSTER	**Strand 1:**	**DRAMA**
EXPECTATION / STANDARD	Standard FA 3 yr.1.4.	**With prompting and support, begin to work independently and cooperatively in dramatic play.**
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
INDICATOR / CLUSTER	Strand 3:	MUSIC
EXPECTATION / STANDARD	Standard FA 3 yr.3.1.	**With prompting and support, participate in listening to and singing simple songs and fingerplays.** Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
EXPECTATION / STANDARD	Standard FA 3 yr.3.5.	**With prompting and support, begin to explore folk songs and singing games from various cultures.** Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.) Social Studies/Global Connections/Global Connections/Level 8: Describes the connections between people and places around the globe
EXPECTATION / STANDARD	Standard FA 3 yr.3.6.	**With prompting and support, begin to identify favorite songs.** Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
INDICATOR / CLUSTER	**Strand 4:**	**VISUAL ARTS**
EXPECTATION / STANDARD	Standard FA 3 yr.4.1.	**Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).** Literacy/Writing Development/Level 2: Draws pictures to convey meaning
EXPECTATION / STANDARD	Standard FA 3 yr.4.2.	**Recognize basic colors (for example, red, yellow, blue, orange, purple and green).** Literacy/Writing Development/Level 2: Draws pictures to convey meaning
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
OBJECTIVE / STRAND		**HEALTH EDUCATION**
INDICATOR / CLUSTER	**Strand 1:**	**HUMAN DEVELOPMENT**
EXPECTATION / STANDARD	Standard HE 3 yr.1.1.	**Participate in and develop personal hygiene and care.** Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting) Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities Physical Development/Self-Care/Level 4: Identifiessteps of a morning routine Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF**
EXPECTATION / STANDARD	Standard HE 3 yr.2.2.	**Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel and associative play.** Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond Social Studies/Community Awareness/Level 7: Explores ways to build community relationships Social Studies/Community Awareness/Level 8: Explores ways to help those in need Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity

Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction

Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed

Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others

EXPECTATION / STANDARD	Standard HE 3 yr.2.3.	**With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.**
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 3:**	**MENTAL AND EMOTIONAL HEALTH**
EXPECTATION / STANDARD	Standard HE 3 yr.3.3.	**With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.**
		Language & Communication Development/Listening & Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 3: Follows two-step, oral directions (that relate to familiar activity or situation
		Language & Communication Development/Listening & Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 5: Carries out multi-step requests that relate to familiar activities or situations
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 4:**	**NUTRITION**
EXPECTATION / STANDARD	Standard HE 3 yr.4.1.	**Begin to identify the difference between healthy and less healthy food choices.**
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
		Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods
		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 6: Distinguishes between fruits and vegetables

		Physical Development/Nutrition/Level 7: Distinguishes between dairy, protein, and grains
		Physical Development/Nutrition/Level 8: Builds a balanced plate
EXPECTATION / STANDARD	Standard HE 3 yr.4.2.	**Begin to identify why eating healthy food is important.**
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
		Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods
		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 8: Builds a balanced plate
EXPECTATION / STANDARD	Standard HE 3 yr.4.3.	**With prompting and support, try new foods from a variety of food groups.**
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
		Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods
		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 8: Builds a balanced plate
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING**
INDICATOR / CLUSTER	**Strand 1:**	**SELF-REGULATION AND EXECUTIVE FUNCTIONING**

EXPECTATION / STANDARD	Standard LLP 3 yr.1.1.	**With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active).**
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Self-Care/Level 6: Explores relaxing self-care activities
		Physical Development/Self-Care/Level 7: Practices deep breathing and reciting positive affirmations
		Physical Development/Self-Care/Level 8: Explores appropriate self-care activity based on a given mood
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)**
EXPECTATION / STANDARD	**Sub-strand:**	**INITIATIVE**
INDICATOR	Standard LLP 3 yr.2.1.	With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during play).
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 3:**	**CREATIVITY AND CURIOSITY**
EXPECTATION / STANDARD	Standard LLP 3 yr.3.1.	**With prompting and support, discover answers and solutions to questions to expand their knowledge and skills.**
		Social-Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem
		Social-Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause & effect
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems

EXPECTATION / STANDARD	Standard LLP 3 yr.3.2.	**With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem).**
		Social-Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause & effect
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 4:**	**SELF-AWARENESS**
EXPECTATION / STANDARD	Standard LLP 3 yr.4.1.	**Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes).**
		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
		Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details
EXPECTATION / STANDARD	Standard LLP 3 yr.4.5.	**Begin to contribute and take pride in the classroom community (for example, participate in classroom jobs).**
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 5:**	**EMOTIONS**
EXPECTATION / STANDARD	Standard HE 3 yr.3.3.	**With prompting and support, begin to develop self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.**
		Language & Communication Development/Listening & Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 3: Follows two-step, oral directions (that relate to familiar activity or situation

		Language & Communication Development/Listening & Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 5: Carries out multi-step requests that relate to familiar activities or situations
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 6:**	**RELATIONSHIPS**
EXPECTATION / STANDARD	**Sub-strand:**	**COMMUNICATION**
INDICATOR	Standard LLP 3 yr.6.1.	With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults. Language & Communication Development/Listening & Understanding/Level 1:Responds to one-step requests or questions
INDICATOR	Standard HE 3 yr.2.2.	Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play. Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond Social Studies/Community Awareness/Level 7: Explores ways to build community relationships Social Studies/Community Awareness/Level 8: Explores ways to help those in need Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
INDICATOR / CLUSTER	Strand 6:	RELATIONSHIPS
EXPECTATION / STANDARD	Sub-strand:	SOCIAL ENGAGEMENT
INDICATOR	Standard LLP 3 yr.6.5.	With prompting and support, begin to play with others while maintaining self-control.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity

Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction

Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed

Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others

INDICATOR	Standard HE 3 yr.2.3.	With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
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		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
OBJECTIVE / STRAND		**MATHEMATICS**
INDICATOR / CLUSTER	**Strand 1:**	**COUNTING AND CARDINALITY**
EXPECTATION / STANDARD	Standard Math 3 yr.1.1.	**Count to ten by ones.**
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5
		Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10
		Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line
		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Set Counting/Level 2: Counts up to 5 objects
		Mathematics/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)
EXPECTATION / STANDARD	Standard Math 3 yr.1.2.	**Recognize that numbers have a known sequence (for example, "1, 2, 3, 4, 5. What comes next?").**
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line
		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line

		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Set Counting/Level 2: Counts up to 5 objects
		Mathematics/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)
EXPECTATION / STANDARD	Standard Math 3 yr.1.4.	**Begin to name written numerals 0–5.** Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
EXPECTATION / STANDARD	Standard Math 3 yr.1.5.	**Begin to develop an understanding of the relationship between some numbers and quantities by using one-to-one correspondence.** Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity
EXPECTATION / STANDARD	Standard Math 3 yr.1.6.	**Begin to point to and count up to five objects.** Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten

		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line
		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line
		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Set Counting/Level 2: Counts up to 5 objects
		Mathematics/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)
EXPECTATION / STANDARD	Standard Math 3 yr.1.7.	**Begin to respond to the question "How many?".**
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
INDICATOR / CLUSTER	**Strand 2:**	**OPERATIONS AND ALGEBRAIC THINKING**
EXPECTATION / STANDARD	Standard Math 3 yr.2.5.	**Identify simple patterns in the environment and begin to duplicate and extend simple patterns (for example, ababab).**
		Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
INDICATOR / CLUSTER	**Strand 3:**	**MEASUREMENT AND DATA**
EXPECTATION / STANDARD	Standard Math 3 yr.3.1.	**Identify and describe measurable attributes (for example, big, small, tall, short).**
		Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height
		Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter
		Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object
		Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height
		Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
EXPECTATION / STANDARD	Standard Math 3 yr.3.3.	**Sort objects into given categories including color, size, shape, etc.**
		Mathematics/Classification & Data/Level 1: Identifies objects given a single attribute
		Mathematics/Classification & Data/Level 2: Sorts objects based on a single attribute
		Mathematics/Classification & Data/Level 3: Matches similar objects
		Mathematics/Classification & Data/Level 4: Identifies objects given two attributes
		Mathematics/Classification & Data/Level 5: Sorts objects based on two attributes

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
INDICATOR / CLUSTER	**Strand 4:**	**GEOMETRY**
EXPECTATION / STANDARD	Standard Math 3 yr.4.1.	**Match, point to, and begin to identify basic shapes by name.** Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece. Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes
EXPECTATION / STANDARD	Standard Math 3 yr.4.4.	**With prompting and support, begin to identify attributes of basic two-dimensional shapes (for example, a rectangle has two long sides and two short sides).** Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece. Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects

EXPECTATION / STANDARD	Standard Math 3 yr.4.5.	**Explore shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).**
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
		Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
		Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
		Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes
		Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes
		Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes
EXPECTATION / STANDARD	Standard Math 3 yr.4.6.	**Explore combining basic shapes together to represent an object (for example, use a square and a triangle to make a house).**
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		**PHYSICAL EDUCATION**
INDICATOR / CLUSTER	**Strand 1:**	**MOTOR SKILLS AND MOVEMENT**
EXPECTATION / STANDARD	**Sub-strand:**	**FINE MOTOR**
INDICATOR	Standard PE 3 yr.1.4.	Manipulate small pieces or objects (puzzle pieces, interlocking cubes, tongs, etc.) and build with a variety of blocks. Physical Development/Fine Motor/Level 6: Uses one finger to make small movements Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
INDICATOR	Standard PE 3 yr.1.5.	With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools). Literacy/Writing Development/Level 2: Draws pictures to convey meaning Physical Development/Fine Motor/Level 6: Uses one finger to make small movements Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
INDICATOR / CLUSTER	**Strand 3:**	**PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS**
EXPECTATION / STANDARD	Standard PE 3 yr.3.1.	**Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).** Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
OBJECTIVE / STRAND		**SOCIAL STUDIES**
INDICATOR / CLUSTER	**Strand 1:**	**CULTURE AND DIVERSITY**
EXPECTATION / STANDARD	Standard SS 3 yr.1.1.	**With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).** Social Studies/Global Connections/Global Connections/Level 8: Describes the connections between people and places around the globe Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
INDICATOR / CLUSTER	**Strand 3:**	**PEOPLE, PLACES, AND ENVIRONMENTS**
EXPECTATION / STANDARD	Standard SS 3 yr.3.1.	**Recognize people and places within the home, classroom, school, neighborhood, and community.**
		Social Studies/Community Awareness/Level 1: Draws a picture of a neighborhood
		Social Studies/Community Awareness/Level 2: Identifies characteristics of a neighborhood
		Social Studies/Community Awareness/Level 3: Shows understanding of how places and things within a neighborhood are commonly utilized
		Social Studies/Community Awareness/Level 4: Demonstrates understanding of physical features of neighborhoods/communities
		Social Studies/Self-Identity/Level 2: Draws a picture of his/her home
		Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details
EXPECTATION / STANDARD	Standard SS 3 yr.3.2.	**With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).**
		Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health & Safety/Level 2: Identifies ways to play safely
		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
EXPECTATION / STANDARD	Standard SS 3 yr.3.3.	**With prompting and support, describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).**
		Science & Technology/Physical Science/Level 5: Identifies the effects magnets have on some items
		Science & Technology/Physical Science/Level 5: Identifies the effects magnets have on some items
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 4:**	**INDIVIDUAL DEVELOPMENT AND IDENTITY**
EXPECTATION / STANDARD	Standard SS 3 yr.4.1.	**Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).**
		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
		Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
INDICATOR / CLUSTER	**Strand 5:**	**INDIVIDUALS, GROUPS, AND INSTITUTIONS**
EXPECTATION / STANDARD	Standard SS 3 yr.5.1.	**With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.**
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
EXPECTATION / STANDARD	Standard SS 3 yr.5.2.	**With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).**
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds**
INDICATOR / CLUSTER	**Strand 6:**	**POWER, AUTHORITY, AND GOVERNANCE**
EXPECTATION / STANDARD	Standard SS 3 yr.6.1.	**With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).**
		Social-Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem
		Social-Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause & effect
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 3-Year-Olds
INDICATOR / CLUSTER	Strand 7:	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
EXPECTATION / STANDARD	Standard SS 3 yr.7.1.	**With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats).**
		Social Studies/Economics/Economics/Level 8: Demonstrates an understanding of the production, distribution, and consumption of goods and services in their school and community
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		ENGLISH LANGUAGE ARTS
INDICATOR / CLUSTER	Strand 1:	ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING
EXPECTATION / STANDARD	Standard ELA 4 yr.1.3.	**Begin to ask and answer complex questions (for example, who, what, where, when, why, how).**
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions
		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
EXPECTATION / STANDARD	Standard ELA 4 yr.1.6.	**Discuss how objects can be sorted into categories (for example, shapes, foods) based on commonalities and differences.**
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
EXPECTATION / STANDARD	Standard ELA 4 yr.1.7.	**Identify and name opposites (antonyms) (for example, happy/sad, up/down, big/little).**
		Language & Communication Development/Vocabulary/Level 4: Demonstrates understanding of common antonymn

EXPECTATION / STANDARD	Standard ELA 4 yr.1.8.	**Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.**
		Language & Communication Development/Vocabulary/Level 4: Demonstrates understanding of common antonymns
EXPECTATION / STANDARD	Standard ELA 4 yr.1.10.	**Follow two-step directions to complete a task or routine (for example, "Please find your coat and wait for me at the door." "Time to wash your hands and find a seat at the table to get ready for a snack.").**
		Language & Communication Development/Listening & Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 3: Follows two-step, oral directions (that relate to familiar activity or situation
		Language & Communication Development/Listening & Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 5: Carries out multi-step requests that relate to familiar activities or situations
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**READING**
EXPECTATION / STANDARD	**Sub-strand:**	**CONCEPTS OF PRINT**
INDICATOR	Standard ELA 4 yr.2.1.	Correctly hold a book.
		Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation
INDICATOR	Standard ELA 4 yr.2.2.	Discuss that print conveys meaning and how the illustrations/photographs relate to the text.
		Literacy/Concepts of Print/Level 1: Identifies appropriate book orientation
		Literacy/Concepts of Print/Level 2: Distinguishes print from pictures
		Literacy/Concepts of Print/Level 3: Demonstrates understanding of print directionality
		Literacy/Concepts of Print/Level 4: Identifies book parts and features
		Literacy/Concepts of Print/Level 5: Distinguishes letters from words
		Literacy/Key Ideas & Details/Level 1: Listens to fictional texts with simple details and story elements
		Literacy/Key Ideas & Details/Level 2: Listens to nonfiction texts with simple structures and elements
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
		Literacy/Segmenting/Level 1:Identifies separate words within a sentence

INDICATOR	Standard ELA 4 yr.2.4.	With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back. Literacy/Concepts of Print/Level 3: Demonstrates understanding of print directionality
INDICATOR	Standard ELA 4 yr.2.5.	Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity). Literacy/Reading/Integration of Knowledge and Ideas/Level 6: Describes the relationship between illustrations and a story
INDICATOR	Standard ELA 4 yr.2.6.	With prompting and support, begin to recognize that letters are grouped to form words. Literacy/Concepts of Print/Level 5: Distinguishes letters from words Literacy/Segmenting/Level 1:Identifies separate words within a sentence
INDICATOR	Standard ELA 4 yr.2.7.	With prompting and support, discuss the role of the author and illustrator/photographer in presenting the ideas or information in a text. Literacy/Reading/Craft and Structure/Level 8: Names the author and illustrator of a text and defines the role of each
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**READING**
EXPECTATION / STANDARD	**Sub-strand:**	**PHONOLOGICAL AWARENESS**
INDICATOR	Standard ELA 4 yr.2.8.	Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog). Literacy/Alliteration/Level 4: Isolates the onset in words Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word
		Literacy/Segmenting/Level 2: Segments compound words into two words
		Literacy/Segmenting/Level 3: Deletes word from a compound word
		Literacy/Segmenting/Level 4: Segments words into syllables
		Literacy/Segmenting/Level 5: Explores segmenting simple words into individual phonemes
INDICATOR	Standard ELA 4 yr.2.9.	Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).
		Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
		Literacy/Rhyming/Level 2: Determines if two words rhyme
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
INDICATOR	Standard ELA 4 yr.2.10.	With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).
		Literacy/Blending/Level 3: Combines syllables to form words
		Literacy/Segmenting/Level 4: Segments words into syllables
INDICATOR	Standard ELA 4 yr.2.11.	With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Blending/Level 4: Blends onsets and rimes to make one-syllable words
		Literacy/Blending/Level 5: Blends phonemes to form simple words
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6C: Adds a medial phoneme to a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7C: Deletes a medial phoneme from a word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8C: Substitutes a medial phoneme in a word to create a new word
		Literacy/Segmenting/Level 2: Segments compound words into two words
		Literacy/Segmenting/Level 3: Deletes word from a compound word
		Literacy/Segmenting/Level 4: Segments words into syllables
		Literacy/Segmenting/Level 5: Explores segmenting simple words into individual phonemes
INDICATOR	Standard ELA 4 yr.2.12.	Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 4: Isolates the onset in words
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6A: Adds an initial phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 6B: Adds a final phoneme to a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7A: Deletes an initial phoneme from a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 7B: Deletes a final phoneme from a given word to create a new word

		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8A: Substitutes an initial phoneme in a given word to create a new word
		Literacy/Phonological Awareness/Phoneme Manipulation/Level 8B: Substitutes a final phoneme in a given word to create a new word
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**READING**
EXPECTATION / STANDARD	**Sub-strand:**	**WORD RECOGNITION**
INDICATOR	Standard ELA 4 yr.2.13.	With prompting and support, recognize that written words are made up of letters and sounds.
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Concepts of Print/Level 5: Distinguishes letters from words
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
		Literacy/Segmenting/Level 1:Identifies separate words within a sentence
INDICATOR	Standard ELA 4 yr.2.14.	Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.
		Literacy/Alphabet Knowledge/Level 3: Recognizes 10 uppercase letters
		Literacy/Alphabet Knowledge/Level 4: Recognizes 18 uppercase and 15 lowercase letters
		Literacy/Alphabet Knowledge/Level 5: Recognizes 26 uppercase and 20 lowercase letters
		Literacy/Letter-Sound Correspondence/Level 4: Identifies 10 uppercase letters based on their sounds
		Literacy/Letter-Sound Correspondence/Level 5: Identifies 15 uppercase and 10 lowercase letters based on their sounds
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**READING**
EXPECTATION / STANDARD	**Sub-strand:**	**COMPREHENSION**
INDICATOR	Standard ELA 4 yr.2.17.	With prompting and support, listen attentively to and retell simple texts, including event sequence and characters, through conversation, art, movement, or drama.
		Literacy/Key Ideas & Details/Level 3: Identifies the main character(s) in a story

		Literacy/Reading/Integration of Knowledge and Ideas/Level 7: Compares and contrasts the experiences of characters in a story
		Literacy/Reading/Integration of Knowledge and Ideas/Level 8: Describes the characters, setting, or events in a story using illustrations and/or details
INDICATOR	Standard ELA 4 yr.2.18.	With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.
		Literacy/Reading/Craft and Structure/Level 6: Answers questions about words in a text

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
INDICATOR / CLUSTER	**Strand 3:**	**WRITING**
EXPECTATION / STANDARD	Standard ELA 4 yr.3.1.	**Represent ideas visually (for example, scribble with letter-like formations, simple drawings).**
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
EXPECTATION / STANDARD	Standard ELA 4 yr.3.3.	**Print some letters of the alphabet, including those in their own name.**
		Literacy/Writing Development/Level 4: Writes letter strings
		Literacy/Writing Development/Level 5: Writes letter strings with spaces

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		**FINE ARTS**
INDICATOR / CLUSTER	**Strand 1:**	**DRAMA**
EXPECTATION / STANDARD	Standard FA 4 yr.1.4.	With prompting and support, work independently and cooperatively in dramatic play.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**DANCE**
EXPECTATION / STANDARD	Standard FA 4 yr.2.1.	**Move to different patterns of beat and rhythm in music.**
		Mathematics/Patterns/Level 1: Copies ABAB patterns

		Mathematics/Patterns/Level 2: Fills in and extends ABAB patterns
		Mathematics/Patterns/Level 3: Creates simple repeating patterns
		Mathematics/Patterns/Level 4: Copies AABBAA, ABCABC, and ABBABB patterns
		Mathematics/Patterns/Level 5: Extends and fills in missing parts of AABBAA, ABCABC, and ABBABB patterns

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
INDICATOR / CLUSTER	**Strand 3:**	**MUSIC**
EXPECTATION / STANDARD	Standard FA 4 yr.3.1.	**Participate in musical activities by listening to, singing, and creating music.**
		Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs
		Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
EXPECTATION / STANDARD	Standard FA 4 yr.3.5.	**With prompting and support, begin to sing songs from various cultures.**
		Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs
		Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)
		Social Studies/Global Connections/Global Connections/Level 8: Describes the connections between people and places around the globe
EXPECTATION / STANDARD	Standard FA 4 yr.3.6.	**With prompting and support, share a favorite song.**
		Literacy/Alphabet Knowledge/Level 2: Listens to alphabet chants and songs
		Literacy/Rhyming/Level 1: Listens to a variety of rhymes (songs, chants, etc.)

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
INDICATOR / CLUSTER	**Strand 4:**	**VISUAL ARTS**
EXPECTATION / STANDARD	Standard FA 4 yr.4.1.	**Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).**
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
EXPECTATION / STANDARD	Standard FA 4 yr.4.2.	**Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).**
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		HEALTH EDUCATION
INDICATOR / CLUSTER	Strand 1:	HUMAN DEVELOPMENT
EXPECTATION / STANDARD	Standard HE 4 yr.1.1.	**Show independence in personal hygiene and care.** Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance Physical Development/Self-Care/Level 1: Identifies self-care routines and scenarios Physical Development/Self-Care/Level 2: Identifies basic processes for self-care (hand washing, feeding, and toileting) Physical Development/Self-Care/Level 3: Identifies objects needed for basic self-care activities Physical Development/Self-Care/Level 4: Identifiessteps of a morning routine Physical Development/Self-Care/Level 5: Demonstrates understanding of daily routine and self-care processes
STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
INDICATOR / CLUSTER	Strand 2:	HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF
EXPECTATION / STANDARD	Standard HE 4 yr.2.2.	**Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.** Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond Social Studies/Community Awareness/Level 7: Explores ways to build community relationships Social Studies/Community Awareness/Level 8: Explores ways to help those in need Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it
		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
EXPECTATION / STANDARD	Standard HE 4 yr.2.3.	**With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.**
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity

Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction

Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed

Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
INDICATOR / CLUSTER	**Strand 3:**	**MENTAL AND EMOTIONAL HEALTH**
EXPECTATION / STANDARD	Standard HE 4 yr.3.3.	**With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.**
		Language & Communication Development/Listening & Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 3: Follows two-step, oral directions (that relate to familiar activity or situation
		Language & Communication Development/Listening & Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 5: Carries out multi-step requests that relate to familiar activities or situations

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
INDICATOR / CLUSTER	**Strand 4:**	**NUTRITION**
EXPECTATION / STANDARD	Standard HE 4 yr.4.1.	**Identify a variety of healthy foods.**
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
		Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods
		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 6: Distinguishes between fruits and vegetables
		Physical Development/Nutrition/Level 7: Distinguishes between dairy, protein, and grains
		Physical Development/Nutrition/Level 8: Builds a balanced plate
EXPECTATION / STANDARD	Standard HE 4 yr.4.2.	**Identify why eating healthy food is important and begin to categorize into food groups.**
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
		Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods

		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 6: Distinguishes between fruits and vegetables
		Physical Development/Nutrition/Level 7: Distinguishes between dairy, protein, and grains
		Physical Development/Nutrition/Level 8: Builds a balanced plate
EXPECTATION / STANDARD	Standard HE 4 yr.4.3.	**With prompting and support, try new foods from a variety of food groups.**
		Physical Development/Health & Safety/Level 3: Identifies behaviors that promote health and safety
		Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance
		Physical Development/Nutrition/Level 1: Identifies a variety of nutritious foods
		Physical Development/Nutrition/Level 2: Identifies healthy versus unhealthy foods
		Physical Development/Nutrition/Level 3: Creates a healthy breakfast menu
		Physical Development/Nutrition/Level 4: Creates healthy lunch and dinner menu
		Physical Development/Nutrition/Level 5: Creates a shopping list with healthy foods
		Physical Development/Nutrition/Level 8: Builds a balanced plate
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
OBJECTIVE / STRAND		**LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING**
INDICATOR / CLUSTER	**Strand 1:**	**SELF-REGULATION AND EXECUTIVE FUNCTIONING**
EXPECTATION / STANDARD	Standard LLP 4 yr.1.1.	**With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities).**
		Language & Communication Development/Listening & Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 3: Follows two-step, oral directions (that relate to familiar activity or situation
		Language & Communication Development/Listening & Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation
		Language & Communication Development/Listening & Understanding/Level 5: Carries out multi-step requests that relate to familiar activities or situations

EXPECTATION / STANDARD	Standard LLP 4 yr.1.2.	**With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories and provide on-topic responses).**
		Language & Communication Development/Vocabulary/Level 2: Sorts words into categories
		Literacy/Alliteration/Level 2: Recognize when groups of words begin with the same onset
		Literacy/Alliteration/Level 3: Distinguishes if two words start with the same onset
		Literacy/Alliteration/Level 5: Sorts words by onset
		Literacy/Rhyming/Level 3: Matches rhyming words
		Literacy/Rhyming/Level 4: Determines which word does not rhyme
		Literacy/Rhyming/Level 5: Sorts words by rhyme
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 2:**	**LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)**
EXPECTATION / STANDARD	**Sub-strand:**	**INITIATIVE**
INDICATOR	Standard LLP 4 yr.2.1.	With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
INDICATOR	Standard LLP 4 yr.2.2.	Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).
		Science & Technology/Physical Science/Level 5: Identifies the effects magnets have on some items
		Science & Technology/Simple Tools & Technology/Level 2: Demonstrates understanding of the uses of simple tools in everyday life
		Science & Technology/Simple Tools & Technology/Level 3: Identifies simple science tools
		Science & Technology/Simple Tools & Technology/Level 4: Explores simple science tools and their uses
		Science & Technology/Simple Tools & Technology/Level 5: Demonstrates understanding of the uses of simple science tools
		Science & Technology/Simple Tools & Technology/Level 6: Identifies awareness that tools can used effectively or ineffectively

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
INDICATOR / CLUSTER	**Strand 3:**	**CREATIVITY AND CURIOSITY**
EXPECTATION / STANDARD	Standard LLP 4 yr.3.1.	**Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.**
		Language & Communication Development/Conventions of Language/Level 5: Demonstrates understanding of question words (who, what, where, when, why, how)
		Language & Communication Development/Receptive Language/Level 2: Responds to "what" questions
		Language & Communication Development/Receptive Language/Level 3: Responds to "where" questions
		Language & Communication Development/Receptive Language/Level 5: Responds to "how" questions
EXPECTATION / STANDARD	Standard LLP 4 yr.3.2.	**With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).**
		Social-Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause & effect
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 4:**	**SELF-AWARENESS**
EXPECTATION / STANDARD	Standard LLP 4 yr.4.1.	**Demonstrate awareness of one's own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others.**
		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
		Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details

EXPECTATION / STANDARD	Standard LLP 4 yr.4.2.	**Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).** Literacy/Writing Development/Level 2: Draws pictures to convey meaning
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 5:**	**EMOTIONS**
EXPECTATION / STANDARD	Standard HE 4 yr.3.3.	**With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.** Language & Communication Development/Listening & Understanding/Level 2: Carries out a one-step request that relates to a new or an unfamiliar activity or situation Language & Communication Development/Listening & Understanding/Level 3: Follows two-step, oral directions (that relate to familiar activity or situation Language & Communication Development/Listening & Understanding/Level 4: Carries out two-step requests that involve a new or unfamiliar activity or situation Language & Communication Development/Listening & Understanding/Level 5: Carries out multi-step requests that relate to familiar activities or situations
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 6:**	**RELATIONSHIPS**
EXPECTATION / STANDARD	**Sub-strand:**	**COMMUNICATION**
INDICATOR	Standard LLP 4 yr.6.1.	With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults. Language & Communication Development/Listening & Understanding/Level 1:Responds to one-step requests or questions
INDICATOR	Standard LLP 4 yr.6.2.	With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation). Language & Communication Development/Listening & Understanding/Level 1:Responds to one-step requests or questions
INDICATOR	Standard HE 4 yr.2.2.	Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play. Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond Social Studies/Community Awareness/Level 7: Explores ways to build community relationships

Social Studies/Community Awareness/Level 8: Explores ways to help those in need

Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity

Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction

Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed

Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 6:**	**RELATIONSHIPS**
EXPECTATION / STANDARD	**Sub-strand:**	**SOCIAL ENGAGEMENT**
INDICATOR	Standard LLP 4 yr.6.5.	Begin to maintain self-control during play with others.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal
		Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction
		Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed
		Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges
		Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring
		Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

		Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others
		Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.
		Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good
		Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)
		Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others
		Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others
INDICATOR	Standard HE 4 yr.2.3.	With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
		Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity
		Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction

Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed

Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		MATHEMATICS
INDICATOR / CLUSTER	Strand 1:	COUNTING AND CARDINALITY
EXPECTATION / STANDARD	Standard Math 4 yr.1.1.	**Count to 20 by ones.** Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation

		Mathematics/Counting & Cardinality/Numeral Writing/Level 8A: Labels sets of up to 20 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 8B: Writes two-digit numerals up to 100
EXPECTATION / STANDARD	Standard Math 4 yr.1.2.	**In the sequence of 1–10, identify numbers that come before or after one another.**
		Mathematics/Number Sequencing/Level 3: Recognizes numerals 0-5
		Mathematics/Number Sequencing/Level 4: Recognizes numerals 0-10
EXPECTATION / STANDARD	Standard Math 4 yr.1.3.	**Count a number of objects from 0–10 and begin to associate them with a written numeral.**
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5
		Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10
		Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Number Sequencing/Level 3: Recognizes numerals 0-5
		Mathematics/Number Sequencing/Level 4: Recognizes numerals 0-10
		Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line
		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line
		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line

		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Set Counting/Level 2: Counts up to 5 objects
		Mathematics/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)
EXPECTATION / STANDARD	Standard Math 4 yr.1.4.	**Name written numerals 0–10.** Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
EXPECTATION / STANDARD	Standard Math 4 yr.1.5.	**Use one-to-one correspondence when counting objects to ten.** Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten Mathematics/Comparing Quantities/Level 1: Places objects into a set structure that forces one-to-one correspondence Mathematics/Comparing Quantities/Level 2: Pairs objects using one-to-one correspondence to compare two sets Mathematics/Comparing Quantities/Level 3: Correctly chooses the set of objects that has more or less when shown two sets that vary greatly in quantity Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes

		Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5
		Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10
		Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line
		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line
		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions
		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Set Counting/Level 2: Counts up to 5 objects
		Mathematics/Set Counting/Level 3: Counts up to 10 objects
		Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects
		Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)
EXPECTATION / STANDARD	Standard Math 4 yr.1.6.	**When counting objects to ten, understand that the last number counted in a set tells how many.**
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes

		Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5
		Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects
		Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)
		Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)
		Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)
EXPECTATION / STANDARD	Standard Math 4 yr.1.7.	**Count two sets of objects up to 10 to determine which has more.**
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Comparing Quantities/Level 4: Counts sets of up to 5 objects to compare
		Mathematics/Comparing Quantities/Level 5: Counts sets of up to 10 objects to compare when objects are the same or different sizes
		Mathematics/Counting & Cardinality/Numeral Writing/Level 4: Writes numerals 0–5
		Mathematics/Counting & Cardinality/Numeral Writing/Level 5: Writes numerals 0–10
		Mathematics/Counting & Cardinality/Numeral Writing/Level 6: Labels sets of up to 10 with a written numeral
		Mathematics/Counting & Cardinality/Numeral Writing/Level 7: Writes numerals 11–20
		Mathematics/Number Sequencing/Level 1: Listens to number chants and songs
		Mathematics/Number Sequencing/Level 5: Identifies the number that comes before or after a number between 0 and 10
		Mathematics/Ordinal Numbers/Level 1: Identifies the "first" object arranged in a line
		Mathematics/Ordinal Numbers/Level 2: Identifies the "last" object arranged in a line
		Mathematics/Ordinal Numbers/Level 3: Identifies the "first" and "second" object arranged in a line
		Mathematics/Ordinal Numbers/Level 4: Identifies the position of the first, second, and last object arranged in a line
		Mathematics/Ordinal Numbers/Level 5: Arranges up to four objects using knowledge of ordinal positions

Mathematics/Set Counting/Level 1: Touches one object for each number said for sets up to 5

Mathematics/Set Counting/Level 2: Counts up to 5 objects

Mathematics/Set Counting/Level 3: Counts up to 10 objects

Mathematics/Set Counting/Level 4: Produces sets of up to 5 objects

Mathematics/Set Counting/Level 5: Produces sets of up to 10 objects

Mathematics/Subitizing/Level 1: Matches small sets of 1-3 objects

Mathematics/Subitizing/Level 2: Make a small collection to match the same number as another collection that was shown quickly (no more than 4)

Mathematics/Subitizing/Level 3: Instantly recognizes collections up to 4 in typical arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 4: Instantly recognizes collections up to 4 in random arrangements (perceptual subitizing)

Mathematics/Subitizing/Level 5: Instantly recognizes collections up to 5 (perceptual subitizing)

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
INDICATOR / CLUSTER	Strand 2:	OPERATIONS AND ALGEBRAIC THINKING
EXPECTATION / STANDARD	Standard Math 4 yr.2.1.	**Understand and represent addition up to five (adding to or putting together) and subtraction (taking from or taking apart) with concrete objects, fingers, movement, and simple drawings.** Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation

EXPECTATION / STANDARD	Standard Math 4 yr.2.2.	**With prompting and support, solve addition and subtraction word problems created by the teacher using up to five concrete objects to represent the problem (for example, "Bring me three blocks, now bring me two more. How many blocks do we have?").**
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation
		Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation
		Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
EXPECTATION / STANDARD	Standard Math 4 yr.2.3.	**Take apart numbers less than or equal to five by using objects with different attributes (for example, 5 can be taken apart into sets of 2 blue and 3 yellow or 1 square and 4 circles).**
		Mathematics/Counting & Cardinality/Decomposing/Level 8B: Writes the decomposition of two numbers totaling 11–20 as an equation
		Mathematics/Operations & Algebraic Thinking/Subtraction/Level 8B: Finds the difference when given a word problem by modeling with manipulatives and writing the corresponding equation
EXPECTATION / STANDARD	Standard Math 4 yr.2.4.	**Use concrete objects to make sums of 5 using quantities from 0–5. (for example, 0 and 5 make a set of 5, 2 and 3 make a set of 5.)**
		Mathematics/Addition/Level 3: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 6 or less
		Mathematics/Addition/Level 4: Finds the total when given a word problem or scenario by directly modeling the problem with objects and counting all the objects when the sum is 8 or less
		Mathematics/Addition/Level 5: Finds the total by counting on from the first addend with sums up to ten
		Mathematics/Counting & Cardinality/Composing/Level 8B: Writes the composition of two numbers totaling 11–20 as an equation
		Mathematics/Operations & Algebraic Thinking/Addition/Level 8B: Finds the total when given a word problem by modeling with manipulatives and then writing the corresponding equation

EXPECTATION / STANDARD	Standard Math 4 yr.2.5.	**Duplicate, extend, and create simple patterns (for example, ababab).**
		Mathematics/Operations & Algebraic Thinking/Patterns/Level 8B: Describes growing patterns
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 3:**	**MEASUREMENT AND DATA**
EXPECTATION / STANDARD	Standard Math 4 yr.3.1.	**Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).**
		Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height
		Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter
		Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object
		Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height
		Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
EXPECTATION / STANDARD	Standard Math 4 yr.3.2.	**Directly compare two objects using measurable attributes (for example, length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).**
		Mathematics/Measurement/Level 1: Orders up to 3 objects by length and height
		Mathematics/Measurement/Level 2: Identifies the object that is longer, taller, or shorter
		Mathematics/Measurement/Level 3: Builds towers that are either shorter or taller than an object
		Mathematics/Measurement/Level 5: Orders up to 10 objects by length and height
		Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
EXPECTATION / STANDARD	Standard Math 4 yr.3.3.	**Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.**
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects

		Mathematics/Classification & Data/Level 1: Identifies objects given a single attribute
		Mathematics/Classification & Data/Level 2: Sorts objects based on a single attribute
		Mathematics/Classification & Data/Level 3: Matches similar objects
		Mathematics/Classification & Data/Level 4: Identifies objects given two attributes
		Mathematics/Classification & Data/Level 5: Sorts objects based on two attributes
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 4:**	**GEOMETRY**
EXPECTATION / STANDARD	Standard Math 4 yr.4.1.	**Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.**
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
		Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
		Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
		Mathematics/Geometry/3D Shapes/Level 5: Distinguishes between 2D and 3D shapes
		Mathematics/Geometry/Spatial Relationships/Level 8: Creates representations of shapes based on knowledge of defining attributes (e.g., number of sides, angles, etc.)
		Mathematics/Spatial Relationships/Level 1: Follows simple directions related to position (in, on, off, over, under)
		Mathematics/Spatial Relationships/Level 2: Follows simple directions related to direction (up and down)
		Mathematics/Spatial Relationships/Level 3: Follows simple directions related to proximity (beside, between, next to)
		Mathematics/Spatial Relationships/Level 4: Follows simple directions related to frames of reference (behind, left, right, in front of, to this side of, above, below)
		Mathematics/Spatial Relationships/Level 5: Appropriately responds to positional words indicating position, direction, and distance
EXPECTATION / STANDARD	Standard Math 4 yr.4.2.	**Identify and name basic shapes regardless of their size and/or orientation (the way the object is turned or flipped).**
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations

		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
		Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
		Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
		Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes
		Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes
		Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes
EXPECTATION / STANDARD	Standard Math 4 yr.4.3.	**Begin to explore that shapes can be two-dimensional (flat) or three-dimensional (solid).**
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
		Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
		Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
		Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes
		Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes
		Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes

EXPECTATION / STANDARD	Standard Math 4 yr.4.4.	**Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.**
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
EXPECTATION / STANDARD	Standard Math 4 yr.4.5.	**Create basic shapes using a variety of media (for example, blocks, stickers, play dough/clay, art supplies).**
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations
		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
		Mathematics/Geometry/3D Shapes/Level 2: Identifies 3D shapes
		Mathematics/Geometry/3D Shapes/Level 3: Matches common 3D shapes (cone, cylinder, cube, sphere) that have different sizes and orientations
		Mathematics/Geometry/3D Shapes/Level 4: Given a 3D shape, identifies an object in the environment with that shape
		Mathematics/Geometry/3D Shapes/Level 6: Describes attributes of basic three-dimensional shapes
		Mathematics/Geometry/3D Shapes/Level 7: Identifies a 3D shape based on its attributes
		Mathematics/Geometry/3D Shapes/Level 8: Compares basic 3D shapes
EXPECTATION / STANDARD	Standard Math 4 yr.4.6.	**Explore combining basic shapes to create new shapes (for example, two triangles make a rhombus).**
		Mathematics/2-D Shapes/Level 1: Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
		Mathematics/2-D Shapes/Level 2: Matches 2 identical simple shapes (square, triangle, circle) that have different sizes and orientations

		Mathematics/2-D Shapes/Level 3: Names a circle, square, and triangle when shown a prototypical shape
		Mathematics/2-D Shapes/Level 4: Completes a pattern block puzzle by choosing the correct shapes to fit in each piece.
		Mathematics/2-D Shapes/Level 5: Identifies what 2-dimensional shapes create the faces of 3-dimensional objects
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
OBJECTIVE / STRAND		**PHYSICAL EDUCATION**
INDICATOR / CLUSTER	**Strand 1:**	**MOTOR SKILLS AND MOVEMENT**
EXPECTATION / STANDARD	**Sub-strand:**	**FINE MOTOR**
INDICATOR	Standard PE 4 yr.1.4.	Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).
		Literacy/Writing Development/Level 2: Draws pictures to convey meaning
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
INDICATOR	Standard PE 4 yr.1.5.	Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
INDICATOR	Standard PE 4 yr.1.6.	Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand
INDICATOR	Standard PE 4 yr.1.7.	Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.
		Physical Development/Fine Motor/Level 6: Uses one finger to make small movements
		Physical Development/Fine Motor/Level 7: Uses fingers to manipulate small objects
		Physical Development/Fine Motor/Level 8: Uses fingers to manipulate, reposition or resize small objects in that hand

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
INDICATOR / CLUSTER	**Strand 3:**	**PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS**
EXPECTATION / STANDARD	Standard PE 4 yr.3.1.	**Recognize how exercise and physical activity influence our physical and emotional wellness (for example, feel the change in breathing or heart rate, talk about how it helps our muscles and body, ask what physical activities a child enjoys).** Physical Development/Health & Safety/Level 4: Applies knowledge and skills related to health promotion, disease prevention, and health maintenance

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
OBJECTIVE / STRAND		**SOCIAL STUDIES**
INDICATOR / CLUSTER	**Strand 1:**	**CULTURE AND DIVERSITY**
EXPECTATION / STANDARD	Standard SS 4 yr.1.1.	**Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).** Social Studies/Global Connections/Global Connections/Level 8: Describes the connections between people and places around the globe Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family

STANDARD / AREA OF LEARNING		UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds
INDICATOR / CLUSTER	**Strand 3:**	**PEOPLE, PLACES, AND ENVIRONMENTS**
EXPECTATION / STANDARD	Standard SS 4 yr.3.1.	**Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).** Social Studies/Community Awareness/Level 1: Draws a picture of a neighborhood Social Studies/Community Awareness/Level 2: Identifies characteristics of a neighborhood Social Studies/Community Awareness/Level 3: Shows understanding of how places and things within a neighborhood are commonly utilized Social Studies/Community Awareness/Level 4: Demonstrates understanding of physical features of neighborhoods/communities Social Studies/Self-Identity/Level 2: Draws a picture of his/her home Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details

EXPECTATION / STANDARD	Standard SS 4 yr.3.2.	**Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).**
		Physical Development/Health & Safety/Level 1: Demonstrates understanding of personal safety practices and routines
		Physical Development/Health & Safety/Level 2: Identifies ways to play safely
		Physical Development/Health & Safety/Level 5: Identifies, avoids, and alerts others to danger
EXPECTATION / STANDARD	Standard SS 4 yr.3.3.	**Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).**
		Science & Technology/Earth Science/Earth Science/Level 8: Describes solutions that will reduce the impact that humans have on land, water, air, and/or other living things in the environment
		Science & Technology/Earth Science/Level 5: Demonstrates understanding of the importance of caring for the environment
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 4:**	**INDIVIDUAL DEVELOPMENT AND IDENTITY**
EXPECTATION / STANDARD	Standard SS 4 yr.4.1.	**Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.**
		Social Studies/Self-Identity/Level 3: Draws a picture that resembles his/her family
		Social Studies/Self-Identity/Level 6: Draws a picture resembling his/her family, including interests or traditions of the family
		Social Studies/Self-Identity/Level 7: Draws a picture of his/her home that includes family specific details
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 5:**	**INDIVIDUALS, GROUPS, AND INSTITUTIONS**
EXPECTATION / STANDARD	Standard SS 4 yr.5.1.	**Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.**
		Social Studies/Civics & Citizenship/Civics & Citizenship/Level 8: Identifies actions that could improve life in their school, community, and beyond
		Social Studies/Community Awareness/Level 7: Explores ways to build community relationships
		Social Studies/Community Awareness/Level 8: Explores ways to help those in need
		Social Studies/Self-Identity/Level 8: Draws a picture of him/herself engaged in an activity, tradition, sport, hobby
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 7: Describes how personal choices lead to actions and/or consequences

Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions

Social-Emotional Development/Self-Management/Level 2: Explores using trial and error to complete an activity

Social-Emotional Development/Self-Management/Level 3: Explores various materials to accomplish a goal

Social-Emotional Development/Self-Management/Level 4: Explores simple observations to make a prediction

Social-Emotional Development/Self-Management/Level 5: Uses persistence to engage in a challenging activity and asks for help when needed

Social-Emotional Development/Self-Management/Level 6: Uses persistence to complete an activity with unknown challenges

Social-Emotional Development/Social Awareness/Social Awareness/Level 4: Identifies ways of showing kindness and caring

Social-Emotional Development/Social Awareness/Social Awareness/Level 5: Understands gratitude and identifies ways to express it

Social-Emotional Development/Social Awareness/Social Awareness/Level 6: Demonstrates an understanding of the importance of caring about others

Social-Emotional Development/Social Awareness/Social Awareness/Level 7: Demonstrates an understanding of the importance of supporting their family, friends, school, and community.

Social-Emotional Development/Social Awareness/Social Awareness/Level 8: Identifies personal actions that contribute to the common good

Social-Emotional Development/Social Skills/Social Skills/Level 4: Demonstrates an understanding of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 5: Identifies the benefits of positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 6: Identifies personal actions that demonstrate positive social skills (kindness, cooperation, honesty, trustworthiness, etc.)

Social-Emotional Development/Social Skills/Social Skills/Level 7: Demonstrates an understanding of the importance of respect for others

Social-Emotional Development/Social Skills/Social Skills/Level 8: Identifies personal actions that demonstrate respect for others

EXPECTATION / STANDARD	Standard SS 4 yr.5.2.	**Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).**
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 4: Identifies examples of responsible decisions
		Social-Emotional Development/Responsible Decision-Making/Responsible Decision-Making/Level 8: Demonstrates an understanding of the importance of taking responsibility for one's actions
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 6:**	**POWER, AUTHORITY, AND GOVERNANCE**
EXPECTATION / STANDARD	Standard SS 4 yr.6.1.	**Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).**
		Social-Emotional Development/Self-Management/Level 7: Uses trial and error to solve a problem
		Social-Emotional Development/Self-Management/Level 8: Uses problem-solving to create an activity using cause & effect
		Social-Emotional Development/Social Problem Solving/Level 1: Recognizes social problems
		Social-Emotional Development/Social Problem Solving/Level 3: Identifies classroom routines and procedures that prevent social problems from occurring
		Social-Emotional Development/Social Problem Solving/Level 4: Identifies appropriate solutions for social problems involving basic emotions
		Social-Emotional Development/Social Problem Solving/Level 5: Identifies strategies for addressing their own emotions in social problems
STANDARD / AREA OF LEARNING		**UTAH CORE STATE STANDARDS for EARLY LEARNING for Ages 3 to 5: Standards for 4-Year-Olds**
INDICATOR / CLUSTER	**Strand 7:**	**PRODUCTION, DISTRIBUTION, AND CONSUMPTION**
EXPECTATION / STANDARD	Standard SS 4 yr.7.1.	**Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).**
		Social Studies/Economics/Economics/Level 8: Demonstrates an understanding of the production, distribution, and consumption of goods and services in their school and community