

**Indiana Early Learning Standards 2023 - PreK
 Alignment with FunShine Express® Curriculum
 Ages 3 - 5 Years**

Indiana Early Learning Standards 2023 - PreK	FunShine Early Learning and Development Continuum
English/Language Arts	1: Language/Literacy
36 to 48 Months	
Demonstrate Receptive Communication	L1 Receptive Language (Listening)
ELA 1.1a Demonstrate continual growth in understanding increasingly complex and varied vocabulary	L1.1(3) Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.
ELA 1.1b Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)	L1.1(3) Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.
ELA 1.1c Listen to and follow multi-step directions with adult support	L1.1(3) Follows two and three-step directions of increasing complexity; listens and responds to simple rhymes and rhythms; gains meaning listening to stories, informational texts, directions, and conversations with adult support; understands verbal and nonverbal cues.
Demonstrate Expressive Communication	L2 Expressive Language (Speaking)
ELA 1.2a Demonstrate continual growth in increasingly varied and complex vocabulary	L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.
ELA 1.2b Use complex gestures and actions to communicate	L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to extend conversation; begins to use some verbal and nonverbal conversational rules; listens to and repeats words in world languages and sign language.
ELA 1.2c Describe activities and experiences with detail	L2.1(3) Speaks more clearly and is understood by most familiar adults; asks simple questions to

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

ELA 1.2d Use expanded sentences

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

Demonstrate ability to engage in conversations
L2 Expressive Language (Speaking)

ELA 1.3a Answer questions posed by adults or peers

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

ELA 1.3b Ask questions for understanding and clarity

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

ELA 1.3c Make on-topic comments

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

ELA 1.3d Stay on topic in two-way conversation with others

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

Demonstrate awareness of the alphabet
L3 Foundational Reading

ELA 2.1a Recognize and identify some uppercase and a few lowercase letters in a meaningful context (e.g., the first letter in their name)

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

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Demonstrate phonological awareness	L3 Foundational Reading
ELA 2.2a Demonstrate basic knowledge of letter-sound correspondence	L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).
ELA 2.2b Engage in rhyming games and songs; can recognize a familiar rhyme	L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).
ELA 2.2c Identify rhyming words in spoken language	L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).
ELA 2.2d Orally blend and segment familiar compound words, with modeling and support	L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).
ELA 2.2e Demonstrate awareness of sounds as separate units	L3.3(3) Begins to exhibit phonological awareness (recognizes and produces rhyming words with support, pronounces and segments syllables with support using actions [clapping], repeats alliteration [series of words beginning with same letter sound in a text] during word play and recognizes words with common beginning sound).
Demonstrate awareness and understanding of concepts of print	L3 Foundational Reading
ELA 2.3a Begin to understand that books are comprised of written words	L3.1(3) Shows interest/motivation in reading fiction/nonfiction; follows along as a book is read;

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

ELA 2.3b Respond to and interact with read-alouds of literary and informational text

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

ELA 2.3c Hold books right side up and turn pages left to right

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

Demonstrate comprehension
L3 Foundational Reading

ELA 2.4a Respond and interact with literature, including both fiction and building background knowledge with nonfiction text

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

ELA 2.4b Answer questions about a story

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

ELA 2.4c With adult support, begin to retell familiar stories

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

Demonstrate mechanics of writing
L4 Writing

ELA 3.1a Recognize that drawings, paintings, and writings are meaningful representations

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

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symbols).

ELA 3.1b Copy simple lines and shapes during play

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

ELA 3.1c Use writing tools with adult support during play

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

ELA 3.1d Create a simple picture

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

Demonstrate ability to communicate a story
L3 Foundational Reading, L4 Writing

ELA 3.2a Create writing with the intent of communicating

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

ELA 3.2b Dictate a story for an adult to write

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

ELA 3.2c Use pictures, letters, and symbols to communicate a story

L4.1(3) Shows interest in written expression: scribbling and letter-like forms, drawing shapes or

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people, retelling recent events; shows awareness that a word is made up of letters; demonstrates age-appropriate writing (tracing, copying letters in own name and numbers, copying shapes and symbols).

49 to 60 Months
Demonstrate Receptive Communication

ELA 1.1d Demonstrate continual growth in understanding increasingly complex and varied vocabulary

L1 Receptive Language (Listening)

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

ELA 1.1e Respond to complex gestures and/or actions to communicate (such as comforting others who are crying)

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

ELA 1.1f Listen to and follow multi-step directions

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

ELA 1.1g With adult support, discover the meaning of new words and relate them to prior knowledge

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

Demonstrate Expressive Communication

ELA 1.2e Demonstrate continual growth in increasingly varied and complex vocabulary

L2 Expressive Language (Speaking)

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

ELA 1.2f Use complex gestures and actions to communicate

L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal

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	conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
ELA 1.2g Describe activities, experiences, and stories with expanded details	L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
ELA 1.2h Use complex sentences	L2.3(4) Connects phrases and sentences to build ideas; speaks in complex sentences using some correct rules of grammar.
ELA 1.2i Change word tense to indicate time	L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
ELA 1.2j Use communication for a variety of purposes	L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
Demonstrate ability to engage in conversations	L2 Expressive Language (Speaking)
ELA 1.3e Answer open-ended questions posed by adults or peers	L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others; shares opinions, experiences, and ideas with others; uses most verbal and nonverbal conversational rules appropriately; listens to, repeats, and recalls words expressed in world languages and sign language.
ELA 1.3f Ask questions for understanding and clarity	L2.1(4) Speaks clearly and is understood by most familiar and unfamiliar adults; initiates asking questions and responds in conversation with others;

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

ELA 1.3g Make on-topic comments

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

ELA 1.3h Stay on topic in two-way conversation that involves multiple turns

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

ELA 1.3i Communicate actively in group activities

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

ELA 1.3j Vary tone and volume of expression to match the situation

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

Demonstrate awareness of the alphabet
L3 Foundational Reading

ELA 2.1b Recognize and identify most uppercase and some lowercase letters

L3.4(4) Demonstrates growing alphabetic knowledge (recites alphabet; names and

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recognizes most letters and sounds); shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning; recognizes that different text forms are used for different purposes.

ELA 2.1c Recognize own name in print

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

Demonstrate phonological awareness
L3 Foundational Reading

ELA 2.2f Demonstrate basic knowledge of letter-sound correspondence

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

ELA 2.2g Engage in rhyming games and songs; can recognize a familiar rhyme

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

ELA 2.2h Make rhymes to simple words

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

ELA 2.2i Blend and segment syllables in spoken words with modeling and support

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

ELA 2.2j Isolate the initial sound in some words

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

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Demonstrate awareness and understanding of concepts of print

ELA 2.3d Understand that print carries meaning

L3 Foundational Reading

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

ELA 2.3e Track words in a book from left to right, top to bottom, and page to page with adult support

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

Demonstrate comprehension

ELA 2.4d Respond and interact with literature, including both fiction and building background knowledge with nonfiction text

L3 Foundational Reading

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

ELA 2.4e Answer questions about a story

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

ELA 2.4f Retell familiar stories

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

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Demonstrate mechanics of writing
L4 Writing

ELA 3.1e Create letter-like shapes, symbols, letters, and words with modeling and support

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

ELA 3.1f Use writing tools

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

ELA 3.1g Copy more complex lines, shapes, and some letters, particularly the letters in their name

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

Demonstrate ability to communicate a story
L3 Foundational Reading, L4 Writing

ELA 3.2d Create writing with the intent of communicating

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

ELA 3.2e Dictate a story that demonstrates simple details and narrative structure

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

ELA 3.2f Use letters, symbols, and words to share an idea with someone

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

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ELA 3.2g Use writing to label drawings	L4.1(4) Engages in written expression; draws people, responds to texts, describes or dictates experiences and events; prints some letters in meaningful words with adult modeling; uses invented spelling; writes most numerals to 20; copies or writes own name.
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Mathematics
2: Math
36 to 48 Months
Demonstrate strong sense of counting
M1 Number Sense, Quantity, and Operations

M1.1a Count the number sequence 1-10

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

M1.1b Recognize that the count remains the same regardless of the order or arrangement of the objects

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

M1.1c Apply one-to-one correspondence with small number of objects and/or people (2- 3 objects)

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

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M1.1d Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5

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

M1.1e Identify, without counting, small quantities of items (1-3) presented in an irregular or unfamiliar pattern (subitize)

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

Demonstrate understanding of written numerals
M1 Number Sense, Quantity, and Operations

M1.2a Begin to recognize that number symbols indicate quantity and that different number symbols indicate different quantities

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

M1.2b Identify numerals in general as different from letters or other symbols

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

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M1.2c Begin to match number symbols with amounts 1-3

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

Recognition of number relations
M1 Number Sense, Quantity, and Operations

M1.3a Readily identify first and last

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

M1.3b Correctly use the words for comparing quantities

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

M1.3c Separate sets of 6 or fewer objects into equal groups

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

M1.3d Demonstrate the understanding of the concept of after

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

Exhibit understanding of mathematical
M1 Number Sense, Quantity, and Operations

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structure

M2.1a Begin to understand that numbers can be composed and decomposed to create new numbers

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

Demonstrate awareness of patterning

M2.2a Physically extend simple ABAB patterns of concrete objects to other concrete objects

M4 Patterns, Sorting/Classifying, Reasoning

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

M2.2b Understand sequence of events when clearly explained

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

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

Demonstrate understanding of classifying

M3.1a Sort, classify, and compare objects by one attribute

M4 Patterns, Sorting/Classifying, Reasoning

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

Understanding of spatial relationships

M4.1a Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes

M2 Geometry and Spatial Sense

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

M4.3(3) Uses simple strategies to solve mathematical problems and seeks answers to questions in play and daily activities; experiments with puzzles and blocks to create solutions; builds simple structures and works toward simple goals.

M4.1b Use position terms such as in, on, and under

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

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Exhibit ability to identify, describe, analyze, compare, and create shapes
M2 Geometry and Spatial Sense

M4.2a Match similar shapes when given a variety of three-dimensional shapes

M4.2b Start to identify the attributes of shapes

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

M4.2c Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects

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

M4.2d Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)

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

Understand the concept of time
M3 Measurement and Data

M5.1a Understand time limit cue

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

M5.1b Understand transition from one activity to the next

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

M5.1c Tell what activity comes before and after

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

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time when applied to self (own growth)

Understand measurement through description and comparison
M3 Measurement and Data

M5.2a Directly compare and describe two objects with a measurable attribute

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

M5.2b Begin to measure length and volume (capacity) using nonstandard measurement tools

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

49 to 60 Months
Demonstrate strong sense of counting
M1 Number Sense, Quantity, and Operations

M1.1f Count the number sequence 1-20

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

M1.1g Recognize the last number name said tells the number of objects counted

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

M1.1h Apply one-to-one correspondence with increasing number of objects and/or people (5-10 objects)

M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets

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and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).

M1.1i Draw pictures, symbols, or use manipulatives to represent spoken number 0-10

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

M1.1j Identify, without counting, small quantities of items (1-4) presented in an irregular or unfamiliar pattern (subitize)

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

Demonstrate understanding of written numerals M1 Number Sense, Quantity, and Operations

M1.2d Match number symbols with amounts 1-10

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

M1.2e Name written numerals from 0-10

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

M1.2f Begin to write numerals 1-10

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

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Recognition of number relations	M1 Number Sense, Quantity, and Operations
M1.3e Identify when 2 sets are equal using matching and counting strategies	M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
M1.3f Correctly use the words for position	M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
M1.3g Compare the values of two numbers from 1 to 10 presented as written numerals	M1.1(4) Grows in rote counting and sequencing of numbers to 20 and beyond; identifies written numerals to at least 20; compares quantities in sets and identifies more/less/equal; subitizes (recognizes small number of objects in a set without counting - three blocks, dots on a die); understands and uses ordinal terms (1st, 2nd, 3rd, etc.).
M1.3h Demonstrate the understanding of the concept of before	L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.
Exhibit understanding of mathematical structure	M1 Number Sense, Quantity, and Operations
M2.1b Use understanding that numbers can be composed and decomposed to create new numbers in solving problems with quantities under five	M1.2(4) Understands adding and subtracting from a set; begins to understand counting on from a given small set of objects (counting on from three to make eight); begins to understand dividing sets into parts up to fourths.
Demonstrate awareness of patterning	M4 Patterns, Sorting/Classifying, Reasoning
M2.2c Begin to create and extend a new simple pattern	M4.1(4) Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.).

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M2.2d Understand sequence of events when clearly explained	M4.1(4) Duplicates/extends simple patterns; creates new patterns; seriates a group of like objects in more than one way (lighter to darker; smallest to largest, etc.). SS1.1(4) Follows, predicts, and explains time/sequence of events, demonstrates age-appropriate temporal awareness (knows daily routines/understands past, present, future); notices simple changes over time (seasons); interacts with calendars and creates simple timelines of events
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Demonstrate understanding of classifying
M4 Patterns, Sorting/Classifying, Reasoning

M3.1b Explain simple sorting or classifying strategies

M4.2(4) Matches/sorts/classifies by color, size, shape, texture; describes sorting rules; classifies by more than one attribute into two or more groups across learning domains.
M4.3(4) Uses multiple strategies to solve mathematical problems and seeks answers to questions in play and daily activities; begins to use mathematical language to explain a solution; solves puzzles, uses blocks to build structures to create solutions; moves through a process to reach a goal.

M3.1c Sort a group of objects in multiple ways

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

Understanding of spatial relationships
M2 Geometry and Spatial Sense

M4.1c Complete lined tangram or pattern block puzzles using basic shapes to construct other shapes

M2.1(4) Names 2D shapes no matter the size or orientation; describes and compares attributes of 2D and 3D shapes of different sizes and orientations noting similarities and differences; uses 2D and 3D shapes to create real-world representations of objects; begins to understand symmetry; composes and decomposes shapes; copies/draws simple shapes independently.
M4.3(4) Uses multiple strategies to solve mathematical problems and seeks answers to questions in play and daily activities; begins to use mathematical language to explain a solution; solves puzzles, uses blocks to build structures to create solutions; moves through a process to reach a goal.

M4.1d Use position terms such as above, below, beside, and between

M2.2(4) Uses positional and relational words (above/below, front/behind, near/far, beside, next

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to, between, etc.) to describe location across learning domains; uses increasingly complex directions to move from place to place; begins to distinguish between right and left.

Exhibit ability to identify, describe, analyze, compare, and create shapes
M2 Geometry and Spatial Sense

M4.2e Use the attributes of shapes, such as number or length of sides, to distinguish between shapes

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

M4.2f Differentiate two- and three-dimensional shapes (e.g., squares from cubes)

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

Understand the concept of time
M3 Measurement and Data

M5.1d Know daily concepts of earlier and later, morning and afternoon

SS1.1(4) Follows, predicts, and explains time/sequence of events, demonstrates age-appropriate temporal awareness (knows daily routines/understands past, present, future); notices simple changes over time (seasons); interacts with calendars and creates simple timelines of events

Understand measurement through description and comparison
M3 Measurement and Data

M5.2c Directly compare and describe two or more objects with a measurable attribute

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

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M5.2d Engage in measuring type play/behaviors using standard tools like rulers or measuring tapes, liquid measuring cups, or cylinders

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

Science
3: Science, 4: Social Studies, 6: Approaches to Learning
36 to 48 Months
Demonstrate ability to explore objects in the physical world
SC2 Physical Science

SC1.1a Use senses to learn about concepts of weight, motion, and force

SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.
SC2.1(3) With help, explores changing speed/direction using different forces; experiments with light/sound; observes how properties of matter can transform; experiments with simple machines (ramp, lever, etc.)

SC1.1b Handle and explore objects in different ways depending on perceptual information such as fragile, messy, or sticky

SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.
SC2.1(3) With help, explores changing speed/direction using different forces; experiments with light/sound; observes how properties of matter can transform; experiments with simple machines (ramp, lever, etc.)

SC1.1c Ask questions about physical properties and changes in the physical world

SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.
SC2.1(3) With help, explores changing speed/direction using different forces; experiments with light/sound; observes how properties of matter can transform; experiments with simple machines (ramp, lever, etc.)

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SC1.1d Begin to use scientific vocabulary words (e.g., observe, predict, hypothesis, experiment)	L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts. SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations.
Demonstrate awareness of the physical properties of objects	SC1 Observation and Inquiry, SC2 Physical Science
SC1.2a Identify materials that make up objects	SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations. SC2.1(3) With help, explores changing speed/direction using different forces; experiments with light/sound; observes how properties of matter can transform; experiments with simple machines (ramp, lever, etc.)
SC1.2b Investigate and describe observable properties of objects	SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations. SC2.1(3) With help, explores changing speed/direction using different forces; experiments with light/sound; observes how properties of matter can transform; experiments with simple machines (ramp, lever, etc.)
SC1.2c Match objects by physical attributes	SC1.1(3) Uses senses to make increasingly complex observations in the environment; makes simple predictions and plans to carry out investigations; describes observations. SC2.1(3) With help, explores changing speed/direction using different forces; experiments with light/sound; observes how properties of matter can transform; experiments with simple machines (ramp, lever, etc.)
Recognize seasonal and weather related changes	SC4 Earth Science and Environment

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SC2.1a Communicate awareness of seasonal changes	SC4.1(3) Names objects seen in the sky and describes features of the earth and sky and differences between day and night; describes common weather conditions in current season; explores and describes materials in nature; begins to identify common earth features (hills, mountains, rivers, etc.).
SC2.1b Describe weather conditions using correct terminology	SC4.1(3) Names objects seen in the sky and describes features of the earth and sky and differences between day and night; describes common weather conditions in current season; explores and describes materials in nature; begins to identify common earth features (hills, mountains, rivers, etc.).
Demonstrate awareness of life	SC3 Life Science
SC3.1a Identify the correct names for adult and baby animals	SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; begins to understand needs of living things in order to live (water, food, sunlight, shelter).
SC3.1b Compare attributes of living organisms	SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; begins to understand needs of living things in order to live (water, food, sunlight, shelter).
SC3.1c Identify and describe the function of body parts	SE1.1(3) Describes self by things they can do and things they have; begins to understand being a part of their family or a classroom; knows and can say first and last name; shows awareness of functionality of different body parts
Demonstrate awareness of the preservation, protection, and care of living creatures and plants	SC3 Life Science, SC4 Earth Science and Environment
SC3.2a Begin to recognize that plants and animals need food, water, air, and sun to survive	SC3.1(3) Identifies and compares attributes and properties of living vs. non-living things; recognizes changes in living things over lifespans; distinguishes between adults and offspring; begins to understand needs of living things in order to live

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(water, food, sunlight, shelter).

SC3.2b Begin to explore concepts and information related to ways to take care of our environment and begin to recognize that everyday decisions have an impact on the environment

SC4.2(3) Begins to understand that people share the environment with other people, animals, and plants, and that we must take care of it.

SC3.2c Recognize things that do not belong in the environment (e. g., litter)

SC4.2(3) Begins to understand that people share the environment with other people, animals, and plants, and that we must take care of it.

SC3.2d Begin to care for living things (feeding fish, watering plants, helping weed garden)

SC3.2(3) Shows respect for living things.

Demonstrate engineering design skills
AL2 Creative Thinking, Problem-Solving, Reasoning, AL4 Memory and Reflection

SC4.1a Identify a problem or need and create a plan to solve

AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders

SC4.1b Use nearby objects that function as simple machines to enhance play

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

Demonstrate scientific curiosity
AL1 Curiosity, Initiative, and Risk-Taking, SC1 Observation and Inquiry

SC5.1a Observe with focus on details

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

SC5.1b Use simple tools to extend investigations

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

SC5.1c Identify themselves or their actions as scientific

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

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experiences, and draws conclusions; classifies objects by function.

Demonstrate decomposition of larger tasks into smaller steps

SC6.1a Identify 2-3 steps in common routines with adult support

SS1 History and Events

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

Demonstrate algorithmic thinking and debugging

SC6.2a Demonstrate knowledge of when a set of steps is ordered or unordered

AL2 Creative Thinking, Problem-Solving, Reasoning, SS1 History and Events

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

49 to 60 Months
Demonstrate ability to explore objects in the physical world

SC1.1e Use senses to observe and describe concepts of weight, motion, and force

SC2 Physical Science

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

SC2.1(4) With help, predicts/experiments with movement; creates/describes different sounds; explores shadows/light; observes/describes how matter changes form; begins to understand how simple machines work (pushing one side of a seesaw makes the other side rise)

SC1.1f Ask questions and draw conclusions about physical properties and the physical world

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

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	<p>experiences, and draws conclusions; classifies objects by function.</p> <p>SC2.1(4) With help, predicts/experiments with movement; creates/describes different sounds; explores shadows/light; observes/describes how matter changes form; begins to understand how simple machines work (pushing one side of a seesaw makes the other side rise)</p>
SC1.1g Use a greater number of scientific vocabulary words related to classroom investigations	<p>L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts.</p> <p>SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.</p>
Demonstrate awareness of the physical properties of objects	<p>SC1 Observation and Inquiry, SC2 Physical Science</p>
SC1.2d Identify materials that make up objects	<p>SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.</p> <p>SC2.1(4) With help, predicts/experiments with movement; creates/describes different sounds; explores shadows/light; observes/describes how matter changes form; begins to understand how simple machines work (pushing one side of a seesaw makes the other side rise)</p>
SC1.2e Use evidence from investigations to describe observable properties of objects	<p>SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies</p>

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	<p>objects by function.</p> <p>SC2.1(4) With help, predicts/experiments with movement; creates/describes different sounds; explores shadows/light; observes/describes how matter changes form; begins to understand how simple machines work (pushing one side of a seesaw makes the other side rise)</p>
SC1.2f Sort objects into categories based on physical attributes and explain reasoning	<p>SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.</p> <p>SC2.1(4) With help, predicts/experiments with movement; creates/describes different sounds; explores shadows/light; observes/describes how matter changes form; begins to understand how simple machines work (pushing one side of a seesaw makes the other side rise)</p>
Recognize seasonal and weather related changes	SC4 Earth Science and Environment
SC2.1c Communicate awareness of seasonal changes	<p>SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies and compares earth features (lakes/oceans, hills/mountains, etc.).</p>
SC2.1d Describe how weather changes	<p>SC4.1(4) Compares seasons and describes current weather conditions and how weather changes each day; understands and describes the effects of sunlight; specifies and compares earth features (lakes/oceans, hills/mountains, etc.).</p>
Demonstrate awareness of life	SC3 Life Science
SC3.1d Differentiate animals from plants	<p>SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).</p>

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SC3.1e Discriminate between living organisms and non-living objects

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

SC3.1f Identify and describe the function of body parts

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

SC3.1g Ask questions and conduct investigations to understand life science

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

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

Demonstrate awareness of the preservation, protection, and care of living creatures and plants

SC3 Life Science, SC4 Earth Science and Environment

SC3.2e Participate in discussions about simple ways to take care of the environment (e. g., throwing away trash in containers, turning off lights and water faucets, and putting out bird feeders)

SC4.2(4) Engages in caring for the environment, recycling, and conservation.

SC3.2f Participate in reusing and recycling materials

SC4.2(4) Engages in caring for the environment, recycling, and conservation.

SC3.2g Describe basic things plants and animals need to live and grow (sunlight, water, food)

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

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sun, habitats).

SC3.2h Take responsibility for the care of living things (feeding fish, watering plants, helping weed garden)

SC3.2(4) Shows respect and cares for living things (water plants; cares for class pets).

Demonstrate engineering design skills
AL2 Creative Thinking, Problem-Solving, Reasoning, AL4 Memory and Reflection

SC4.1c Select materials and implement a designated plan

AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

SC4.1d Evaluate and communicate solution outcomes

AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

SC4.1e Use nearby objects to create simple machines to enhance play

AL2.1(4) Participates creatively in play situations; creates and acts out imaginative stories/scenarios; changes words in sentences to employ humor; may use humor to amuse others to build friendships; tells/repeats simple jokes that make sense

Demonstrate scientific curiosity
AL1 Curiosity, Initiative, and Risk-Taking, SC1 Observation and Inquiry

SC5.1d Discuss ways that people can affect the environment in positive and negative ways

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

SC4.2(4) Engages in caring for the environment, recycling, and conservation.

SC5.1e Independently use simple tools to conduct an investigation to increase understanding

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

SC5.1f Engage in a scientific experiment with peers

SC1.1(4) Uses steps of the scientific inquiry process and all five senses to purposely explore

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materials; asks questions (why, where, when, how, what) and seeks answers through exploration; makes and explains observations, makes predictions based on observations and past experiences, and draws conclusions; classifies objects by function.

SC5.1g Communicate results of an investigation

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

Demonstrate decomposition of larger tasks into smaller steps

SS1 History and Events

SC6.1b Identify 3-5 steps in common routines

SS1.1(4) Follows, predicts, and explains time/sequence of events, demonstrates age-appropriate temporal awareness (knows daily routines/understands past, present, future); notices simple changes over time (seasons); interacts with calendars and creates simple timelines of events

Demonstrate algorithmic thinking and debugging

AL2 Creative Thinking, Problem-Solving, Reasoning, SS1 History and Events

SC6.2b Demonstrate an understanding of when a task requires a set of ordered steps

SS1.1(4) Follows, predicts, and explains time/sequence of events, demonstrates age-appropriate temporal awareness (knows daily routines/understands past, present, future); notices simple changes over time (seasons); interacts with calendars and creates simple timelines of events

SC6.2c With adult support, create an algorithm (set of ordered steps) to accomplish a two-step task

SS1.1(4) Follows, predicts, and explains time/sequence of events, demonstrates age-appropriate temporal awareness (knows daily routines/understands past, present, future); notices simple changes over time (seasons); interacts with calendars and creates simple timelines of events

SC6.2d With adult support, demonstrate the process of troubleshooting why a solution or step didn't work, and revising their solution

AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

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Social Studies
2: Math, 4: Social Studies, 5: Social-Emotional Development, 8: Creative Arts
36 to 48 Months
Demonstrate development of self
SE1 Self-Awareness and Self-Concept, SS1 History and Events, SS3 Culture, Family, and Community

SS1.1a Participate in and describe own family, community, and other celebrations when observed

SS1.2(3) Describes recent past events; identifies annual holidays, birthdays, and cultural celebrations
SS3.1(3) Shows awareness of and appreciation for family and cultural stories, music, and rhymes; identifies cultural characteristics of self, family, and community

SS1.1b Begin to assimilate family, community, and cultural events in cooperative play

SS3.3(3) Recognizes and identifies some community helpers, parents' jobs, and careers; adopts roles of family and community helpers during dramatic play with realistic props

SS1.1c Use simple phrases to demonstrate an awareness of differences and/or similarities between self and others

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

Demonstrate awareness of chronological thinking
SS1 History and Events

SS2.1a Recognize the sequence of events as part of a daily routine and as it relates to the passage of time

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

Demonstrate awareness of personal historical knowledge
SS1 History and Events

SS2.2a Begin to communicate concepts of time, such as before and after.

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

SS4 Government, Economics, and Technology

Indiana Early Learning Standards 2023 - PreK
FunShine Early Learning and Development Continuum
Demonstrate awareness of the foundations of government or authority

SS2.3a Identify leaders and helpers in the home or early learning environment

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

SS2.3b Recognize familiar community symbols

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

Demonstrate awareness of the world in spatial terms
CA4 Dramatic Play and Imagination, M2 Geometry and Spatial Sense, SS2 Geography and Symbolic Representation

SS3.1a Identify location, directionality, and spatial relationships

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

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

SS3.1b Begin to create simple representations of a familiar physical place

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

Demonstrate awareness of places and regions
SS2 Geography and Symbolic Representation

SS3.2a Identify and describe prominent features of the early learning environment, neighborhood, and community

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

SS3.2b Begin to learn knowledge of personal and geographic information

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

Indiana Early Learning Standards 2023 - PreK	FunShine Early Learning and Development Continuum
Demonstrate awareness of economics, spending, and making money	SS4 Government, Economics, and Technology
SS4.1a Begin to understand the purpose of money and concepts of buying and selling through play	SS4.2(3) Understands that adults must work to earn money and that money is used to pay for goods and services; develops awareness of difference between needs and wants and identifies ways to fulfill them through conversation and dramatic play
SS4.1b Begin to develop an awareness that people work for money in order to provide for basic needs	SS4.2(3) Understands that adults must work to earn money and that money is used to pay for goods and services; develops awareness of difference between needs and wants and identifies ways to fulfill them through conversation and dramatic play
SS4.1c Develop an awareness of the roles of familiar community helpers/workers	SS3.3(3) Recognizes and identifies some community helpers, parents' jobs, and careers; adopts roles of family and community helpers during dramatic play with realistic props
SS4.1d Act out adult social roles and occupations	SS3.3(3) Recognizes and identifies some community helpers, parents' jobs, and careers; adopts roles of family and community helpers during dramatic play with realistic props
Demonstrate awareness of citizenship	SE1 Self-Awareness and Self-Concept, SS3 Culture, Family, and Community, SS4 Government, Economics, and Technology
SS5.1a Assist adults with daily routines and responsibilities	SE1.3(3) Shows awareness of ability to do many things and interest in work and activities of others; helps clean up work/play space with minimal adult prompting; uses tools/equipment to make life easier
SS5.1b Choose simple daily tasks from a list of jobs in the learning environment	SE1.3(3) Shows awareness of ability to do many things and interest in work and activities of others; helps clean up work/play space with minimal adult prompting; uses tools/equipment to make life easier
SS5.1c Begin to initiate helping tasks	SE1.3(3) Shows awareness of ability to do many things and interest in work and activities of others; helps clean up work/play space with minimal adult prompting; uses tools/equipment to make life easier
SS5.1d Begin to demonstrate an understanding of rules in the home and early learning environment,	SS4.1(3) Demonstrates growing awareness of and follows classroom, home, and community rules with

Indiana Early Learning Standards 2023 - PreK	FunShine Early Learning and Development Continuum
and the purposes they serve	adult reminders; tells why rules are important
SS5.1e Begin to understand the relationship between people and their community	SS3.3(3) Recognizes and identifies some community helpers, parents' jobs, and careers; adopts roles of family and community helpers during dramatic play with realistic props
49 to 60 Months	
Demonstrate development of self	SE1 Self-Awareness and Self-Concept, SS1 History and Events, SS3 Culture, Family, and Community
SS1.1d Participate in and describe local, state, and national events and celebrations if observed	SS1.2(4) Describes historically significant events/observances in American history (national cultural events, celebrations, holidays, and historical figures) SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture
SS1.1e Identify key people in history	SS1.2(4) Describes historically significant events/observances in American history (national cultural events, celebrations, holidays, and historical figures)
SS1.1f Assimilate family, community, and culture in cooperative play	SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helper roles during dramatic play
SS1.1g Build awareness, respect, and acceptance for differences in people and acknowledge connections	SS3.1(4) Shows awareness of diverse backgrounds among the cultural characteristics of people, families, and communities; demonstrates an appreciation for arts, music, and world culture SE1.1(4) Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name
Demonstrate awareness of chronological thinking	SS1 History and Events
SS2.1b Demonstrate an understanding of time in the context of daily experiences and understand	SS1.1(4) Follows, predicts, and explains time/sequence of events, demonstrates

Indiana Early Learning Standards 2023 - PreK	FunShine Early Learning and Development Continuum
that the passage of time can be measured	age-appropriate temporal awareness (knows daily routines/understands past, present, future); notices simple changes over time (seasons); interacts with calendars and creates simple timelines of events
SS2.1c Begin to understand how time is measured	SS1.1(4) Follows, predicts, and explains time/sequence of events, demonstrates age-appropriate temporal awareness (knows daily routines/understands past, present, future); notices simple changes over time (seasons); interacts with calendars and creates simple timelines of events
Demonstrate awareness of personal historical knowledge	SS1 History and Events SS1.1(4) Follows, predicts, and explains time/sequence of events, demonstrates age-appropriate temporal awareness (knows daily routines/understands past, present, future); notices simple changes over time (seasons); interacts with calendars and creates simple timelines of events
SS2.2b Demonstrate understanding of concepts of time including before, after, morning, day, night, now, and later	
Demonstrate awareness of the foundations of government or authority	SS4 Government, Economics, and Technology SS4.1(4) Recognizes classroom and community rules; follows established rules and talks about importance of rules/consequences, rights of self and others; begins to understand fairness and personal responsibilities; carries out classroom responsibilities with reminders; demonstrates growing awareness of governance, democracy
SS2.3c Identify leaders and community helpers at home, school, and in environments	
SS2.3d Recognize community symbols and begin to recognize national symbols (e.g., the flag)	SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things; begins to learn phone number and address
Demonstrate awareness of the world in spatial terms	CA4 Dramatic Play and Imagination, M2 Geometry and Spatial Sense, SS2 Geography and Symbolic Representation M2.2(4) Uses positional and relational words (above/below, front/behind, near/far, beside, next to, between, etc.) to describe location across learning domains; uses increasingly complex
SS3.1c Develop concepts and describe location, directionality, and spatial relationships	

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FunShine Early Learning and Development Continuum

directions to move from place to place; begins to distinguish between right and left.

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

SS3.1d Engage in play where one item represents another

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

Demonstrate awareness of places and regions
SS2 Geography and Symbolic Representation

SS3.2c Use words to describe natural and people-made features of locations

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

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

SS3.2d Become familiar with information about where they live and understand what an address is

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

Demonstrate awareness of economics, spending, and making money
SS4 Government, Economics, and Technology

SS4.1e Begin to understand the purpose of money and concepts of buying and selling through play

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

SS4.1f Develop an awareness that people work for money in order to provide for basic needs

SS4.2(4) Understands payment for goods and services comes in different forms; differentiates

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FunShine Early Learning and Development Continuum

between needs and wants and explains how to fulfill them

SS4.1g Describe community helpers or workers in terms of tools or equipment they use and services or products they provide

SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helper roles during dramatic play

SS4.1h Act out adult social roles and occupations

SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helper roles during dramatic play

Demonstrate awareness of citizenship

SE1 Self-Awareness and Self-Concept, SS3 Culture, Family, and Community, SS4 Government, Economics, and Technology

SS5.1f Demonstrate willingness to work together to accomplish tasks

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

SS5.1g Identify simple tasks within the home, learning environment, or community

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

SS5.1h Provide leadership in completing daily tasks

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

SS5.1i Demonstrate an understanding of rules in the home and early learning environment, and the purposes they serve

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

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FunShine Early Learning and Development Continuum

responsibilities with reminders; demonstrates growing awareness of governance, democracy

SS5.1j Recognize and have language to describe when something is unfair

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

SS5.1k Begin to describe the reciprocal relationship between people and their community and the responsibility as citizens to care for it

SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helper roles during dramatic play

Student Wellbeing
5: Social-Emotional Development
36 to 48 Months
Demonstrate self awareness and confidence
SE1 Self-Awareness and Self-Concept

SW1.1a Recognize self as a unique individual

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

SW1.1b Describe personal characteristics

SE1.3(3) Shows awareness of ability to do many things and interest in work and activities of others; helps clean up work/play space with minimal adult prompting; uses tools/equipment to make life easier

SW1.1c Show sense of self satisfaction with own abilities, preferences, and accomplishments

SE1.2(3) Expresses preferences; chooses activities that are preferred or come easily
SE1.3(3) Shows awareness of ability to do many things and interest in work and activities of others; helps clean up work/play space with minimal adult prompting; uses tools/equipment to make life easier

Demonstrate identification and expression of emotions
SE3 Feelings and Emotions

SW1.2a Recognize own emotions and the emotions of others

SE3.1(3) Acknowledges various emotions and feelings of others; may offer to help meet the needs of others

Indiana Early Learning Standards 2023 - PreK
FunShine Early Learning and Development Continuum

SW1.2b Seek adults for emotional support and guidance

SE3.1(3) Acknowledges various emotions and feelings of others; may offer to help meet the needs of others

SW1.2c Use combination of words, phrases, and actions to express feelings

SE3.2(3) Explores emotions through play, art, music, and dance; uses variety of words to express and manage feelings; provides reasoning for feelings

Demonstrate self control
SE4 Self-Regulation

SW2.1a Manage transitions and adapt to changes in schedules, routines, and situations with adult support

SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; handles transitions; uses adaptive/assistive technology and/or tools with guidance to support daily needs and routines across environments

SW2.1b Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed

SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; handles transitions; uses adaptive/assistive technology and/or tools with guidance to support daily needs and routines across environments

SW2.1c Manage a range of impulses with adult support

SE4.1(3) Demonstrates increasing self-direction, independence, and control; calms self with minimal adult support; handles transitions; uses adaptive/assistive technology and/or tools with guidance to support daily needs and routines across environments

Demonstrate conflict resolution
SE2 Trust and Relationships

SW3.1a Negotiate to resolve social conflicts with peers with modeling and support

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

SW3.1b Use words during a conflict instead of physical force

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

Indiana Early Learning Standards 2023 - PreK	FunShine Early Learning and Development Continuum
Demonstrate relationship skills	SE2 Trust and Relationships
SW4.1a Accept compromises when suggested by a peer or adult	SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
SW4.1b Gauge response based on the facial expressions of others	SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
SW4.1c Request and accept guidance from familiar adults	SE2.1(3) Interacts comfortably with familiar adults; engages in interactions with less familiar adults; accepts guidance
SW4.1d Exhibit age-appropriate friendship skills to engage in effective play and learning experiences	SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
SW4.1e Engage in associative play	SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
SW4.1f Participate in cooperative play experiences with some adult guidance	SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
49 to 60 Months	
Demonstrate self awareness and confidence	SE1 Self-Awareness and Self-Concept
SW1.1d Identify self as a unique member of a group that fits into a larger world picture	SE1.1(4) Recognizes similarities and differences between self and others; (gender, cultural identity, self and family characteristics); develops positive self-image; knows and can say first, middle, and last name

Indiana Early Learning Standards 2023 - PreK
FunShine Early Learning and Development Continuum

SW1.1e Show confidence in a range of abilities and recognizing own strengths, as well as the capacity to take on and accomplish new tasks

SE1.3(4) Shows confidence in abilities; displays interest and respect for the work of others; notices what others are doing and may imitate; cleans up work/play space independently and takes pride in helping; uses tools/equipment to make life easier; exhibits increasing awareness of own character traits

SW1.1f Show independence in own choices

SE1.2(4) Expresses personal preferences and opinions; makes choices

Demonstrate identification and expression of emotions
SE3 Feelings and Emotions

SW1.2d Identify own emotions and the emotions of others

SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

SW1.2e Express and accurately respond to emotions of self and others

SE3.1(4) Shows empathy and caring to others; responds to others emotions appropriately

SW1.2f Predict reactions from others

SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions
SE3.1(4) Shows empathy and caring to others; responds to others emotions appropriately

SW1.2g Effectively use sentences and actions to express feelings

SE3.2(4) Recognizes and describes a wide range of emotions in self and others; provides reasoning for feelings and problem-solving strategies for dealing with negative emotions

Demonstrate self control
SE4 Self-Regulation

SW2.1d Manage transitions and adapt to changes in schedules, routines, and situations independently

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to others' emotions or actions; uses adaptive/assistive technology and/or tools with minimal support for daily needs, behaviors, and routines across environments

Indiana Early Learning Standards 2023 - PreK
FunShine Early Learning and Development Continuum

SW2.1e Recognize, navigate, and respond to own emotions and interactions with others with adult support when needed

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to others' emotions or actions; uses adaptive/assistive technology and/or tools with minimal support for daily needs, behaviors, and routines across environments

SW2.1f Manage a range of impulses

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to others' emotions or actions; uses adaptive/assistive technology and/or tools with minimal support for daily needs, behaviors, and routines across environments

SW2.1g Begin to manage behavior based on location and corresponding expectations (e. g., playground vs. classroom)

SE4.1(4) Manages own behavior and shows age-appropriate self-regulation; calms self and shares strategies with others; considers social standards of environment before responding to others' emotions or actions; uses adaptive/assistive technology and/or tools with minimal support for daily needs, behaviors, and routines across environments

Demonstrate conflict resolution
SE2 Trust and Relationships

SW3.1c Independently initiate conflict resolution strategies with peers and seek adult support when necessary

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

SW3.1d Begin to use "I feel" statements with adult support when managing conflict with others

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

Demonstrate relationship skills
SE2 Trust and Relationships

SW4.1g Accept compromises when suggested by a peer or adult

SE2.1(4) Seeks help, approval, or information from a widening group of adults in trusted roles; uses

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FunShine Early Learning and Development Continuum

socially appropriate behavior with adults

SW4.1h Gauge response based on the facial expressions of others

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

SW4.1i Show care and concern for familiar adults and peers using more complex words and actions

SE3.1(4) Shows empathy and caring to others; responds to others emotions appropriately

SW4.1j Maintain consistent friendships

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

SW4.1k Engage in cooperative play experiences for sustained periods of time

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

SW4.1l Form connections across diverse backgrounds

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

Approaches to Play and Learning
5: Social-Emotional Development, 6: Approaches to Learning
36 to 48 Months
Demonstrate initiative and self-direction
AL1 Curiosity, Initiative, and Risk-Taking, SE4 Self-Regulation

APL1.1a Initiate new tasks by self

AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently; uses senses to understand, explore, and interact with objects, people, and the environment

Indiana Early Learning Standards 2023 - PreK
FunShine Early Learning and Development Continuum

APL1.1b With support, use a variety of resources to explore materials and ideas	AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently; uses senses to understand, explore, and interact with objects, people, and the environment
APL1.1c Explore and manipulate familiar objects in new and imaginative ways	AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently; uses senses to understand, explore, and interact with objects, people, and the environment
Demonstrate interest and curiosity as a learner	AL1 Curiosity, Initiative, and Risk-Taking
APL1.2a Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks	AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently; uses senses to understand, explore, and interact with objects, people, and the environment
APL1.2b Communicate a desire to learn new concepts or ideas	AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently; uses senses to understand, explore, and interact with objects, people, and the environment
APL1.2c Exhibit willingness to try new experiences	AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently; uses senses to understand, explore, and interact with objects, people, and the environment
APL1.2d Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and	AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently; uses senses to understand, explore, and interact with objects, people, and the environment

Indiana Early Learning Standards 2023 - PreK	FunShine Early Learning and Development Continuum
Demonstrate development of flexible thinking skills during play	AL2 Creative Thinking, Problem-Solving, Reasoning
APL2.1a Find a creative or innovative way of doing a familiar task or solving a problem with adult guidance	AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders
APL2.1b Begin to demonstrate flexibility in approach to play and learning	AL2.1(3) Generates ideas and suggestions in play situations; creates imaginative stories and begins to attempt joke telling
APL2.1c Adjust approach to task to resolve difficulties with adult support	AL2.3(3) Begins to think problems through, considering possibilities with adult assistance; makes a simple plan and follows through with adult reminders
Demonstrate development of sustained attention and persistence	AL3 Attention, Engagement, and Persistence
APL3.1a Independently attend to a book from beginning to end	AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions
APL3.1b Demonstrate ability to delay gratification for short periods of time	AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions
APL3.1c Follow through on an activity to completion	AL3.1(3) Attends to tasks even when challenged; seeks help to overcome problems; ignores some interruptions and distractions
Demonstrate development of social interactions during play	SE2 Trust and Relationships
APL4.1a Engage in associative play	SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers
APL4.1b Participate in cooperative play activities with some adult guidance	SE2.2(3) Interacts with one or more children; develops special friendships; participates in group song, dance, acting/role-play; uses play to explore and practice social roles and relationships; seeks and accepts adult help to solve conflicts with peers

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APL4.1c Participate in play activities with a small group of children

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

49 to 60 Months
Demonstrate initiative and self-direction
AL1 Curiosity, Initiative, and Risk-Taking, SE4 Self-Regulation

APL1.1d Take initiative to learn new concepts and try new experiences

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects; uses perceptual information to plan explorations and interactions with objects, people, and the environment

APL1.1e Seek and gather new information to plan for projects and activities

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects; uses perceptual information to plan explorations and interactions with objects, people, and the environment
AL2.2(3) Asks more complex questions for clarification to seek meaningful information; makes comparisons among objects and groups; explores cause/effect relationships and varies action to change the reaction

Demonstrate interest and curiosity as a learner
AL1 Curiosity, Initiative, and Risk-Taking

APL1.2e Demonstrate eagerness to learn about and discuss new topics, ideas, and tasks

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects; uses perceptual information to plan explorations and interactions with objects, people, and the environment

APL1.2f Communicate a desire to learn new concepts or ideas

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects; uses perceptual information to plan explorations and interactions with objects, people, and the environment

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APL1.2g Exhibit willingness to try new experiences

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects; uses perceptual information to plan explorations and interactions with objects, people, and the environment

APL1.2h Use a variety of learning approaches, such as observing, imitating, asking questions, hands-on investigation, and active exploration

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects; uses perceptual information to plan explorations and interactions with objects, people, and the environment

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

Demonstrate development of flexible thinking skills during play
AL2 Creative Thinking, Problem-Solving, Reasoning

APL2.1d Demonstrate analysis, innovation, imagination, and creativity to solve a problem

AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

APL2.1e Develop recovery skills from setbacks and differences in opinion in a group setting

AL2.3(4) Uses new strategies to solve a problem; generates ideas and selects/explains best solution; makes a plan before beginning a task and follows through

Demonstrate development of sustained attention and persistence
AL3 Attention, Engagement, and Persistence

APL3.1d Independently attend to a book from beginning to end

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

APL3.1e Focus on activity with deliberate concentration despite distractions and/or temptations

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

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APL3.1f Carry out tasks, activities, projects, or transitions, even when frustrated or challenged, with minimal distress

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

APL3.1g Persist in trying to complete a task after previous attempts have failed

AL3.1(4) Works at a task despite problems, distractions, or interruptions; completes reasonable tasks or stays engaged; works independently and seeks help when needed

Creative Arts
8: Creative Arts
36 to 48 Months
Demonstrate creative music expression
CA2 Music

CA1.1a Sing songs that use the voice in a variety of ways

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

CA1.1b Produce rhythmic patterns in music

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

CA1.1c Describe feelings and reactions in response to diverse musical genres and styles

L2.2(3) Converses with a rapidly expanding vocabulary; understands words and meanings from growing number of topics and learning domains; demonstrates understanding of some opposite concepts.
CA2.1(3) Knows and sings songs; uses appropriate tone in songs requiring loud and soft sounds

CA1.1d Listen and respond to music

CA2.1(3) Knows and sings songs; uses appropriate tone in songs requiring loud and soft sounds
CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props
CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains

CA1.1e Participate in experiences with musical instruments and singing to express creativity

CA2.1(3) Knows and sings songs; uses appropriate tone in songs requiring loud and soft sounds
CA2.2(3) Explores musical rhythm, patterns, and beat through movement, musical instruments, and props

Demonstrate creative movement expression
CA3 Movement and Dance

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CA2.1a Convey ideas and emotions through creative movement expression (with or without music)

CA3.1(3) Participates in solo or group creative movement activities and dance; uses creative movement and dance across learning domains

Demonstrate creative expression through the visual art process or experience
CA1 Visual Arts

CA3.1a Use colors, lines, and shapes to communicate meaning

CA1.1(3) Creates art with different types of materials and techniques across learning domains

CA3.1b Explore various art-making processes and multiple media types with adult support

CA1.1(3) Creates art with different types of materials and techniques across learning domains

Demonstrate creative expression through visual art production and presentation
CA1 Visual Arts

CA3.2a Progress in ability to create drawings, models, and other art using a variety of materials

CA1.1(3) Creates art with different types of materials and techniques across learning domains

CA3.2b Develop growing ability to plan, work independently, and demonstrate care in a variety of art

CA1.1(3) Creates art with different types of materials and techniques across learning domains

CA3.2c Show interest in creating and displaying individualized artwork

CA1.1(3) Creates art with different types of materials and techniques across learning domains

Demonstrate creative expression through art appreciation
CA1 Visual Arts

CA3.3a Observe and discuss art forms

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

CA3.3b Reflect on differences and preferences as encounters artwork

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

CA3.3c Share ideas about personal creative work

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

CA3.3d Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it

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

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

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Demonstrate creative expression through dramatic play
CA4 Dramatic Play and Imagination

CA4.1a Engage in associative and cooperative play

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

CA4.1b Participate freely in dramatic play experiences that become of increased duration and complexity

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

CA4.1c Use a variety of props to demonstrate themes about life experiences, ideas, and feelings

CA4.2(3) Uses or makes props to represent another object (pretends a box is a boat); acts out familiar roles (teachers, doctors)

49 to 60 Months
Demonstrate creative music expression
CA2 Music

CA1.1f Sing songs that use the voice in a variety of ways

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

CA1.1g Produce rhythmic patterns in music

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

CA1.1h Describe feelings and reactions in response to diverse musical genres and styles

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

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

CA1.1i Respond to changes heard in music

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

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

CA3.1(4) Designs original movements and interpretations; participates in and uses creative

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movement and dance across learning domains

CA1.1j Use familiar rhymes, songs, chants, and musical instruments to express creativity

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

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

Demonstrate creative movement expression
CA3 Movement and Dance

CA2.1b Convey ideas and emotions through creative movement expression (with or without music)

CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

CA2.1c Purposefully select movements that communicate ideas, thoughts, and feelings

CA3.1(4) Designs original movements and interpretations; participates in and uses creative movement and dance across learning domains

Demonstrate creative expression through the visual art process or experience
CA1 Visual Arts

CA3.1c Identify and use colors, lines, and shapes found in the environment and in works of art

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

CA3.1d Engage in self-directed exploration of various artmaking processes and multiple media types including digital

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

CA3.1e Share details about why they are using specific colors or materials

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

Demonstrate creative expression through visual art production and presentation
CA1 Visual Arts

CA3.2d Progress in ability to create drawings, models, and other art using a variety of materials

CA1.1(4) Creates art using various art media, techniques, colors, textures, and shapes across learning domains; responds to literature, depicts

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experiences, or demonstrates feelings via art experiences

CA3.2e Develop growing ability to plan, work independently and cooperatively, and demonstrate care and persistence in a variety of art

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

CA3.2f Create, save, and display individualized artwork

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

Demonstrate creative expression through art appreciation
CA1 Visual Arts

CA3.3e Observe and discuss art forms

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

CA3.3f Reflect on differences and preferences as encounters artwork

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

CA3.3g Share ideas about personal creative work

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

CA3.3h Identify where art is displayed in the learning environment and begin to identify places it may be displayed outside of it

SS2.1(4) Describes geography of places (home, school, community); identifies familiar symbols and landmarks (US flag, globe); creates drawings, makes simple maps, and builds structures to represent people, places, and things; begins to learn phone number and address
CA1.2(4) Appreciates artistic creations of others and art events; shares opinions about likes and dislikes

Demonstrate creative expression through dramatic play
CA4 Dramatic Play and Imagination

CA4.1d Engage in associative and cooperative play

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

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difference between pretend and reality

CA4.1e Participate freely in dramatic play experiences that become of increased duration and complexity

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

CA4.1f Role play imaginary events and characters

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

CA4.2(4) Uses props in increasingly creative ways in dramatic play (molds playdough to represent a phone)

Physical Health and Growth
5: Social-Emotional Development, 6: Approaches to Learning, 7: Physical Development and Health
36 to 48 Months
Demonstrate development of healthy practices
PD4 Safety Awareness and Self-Care

PHG1.1a Demonstrate health and hygiene-related behaviors with reminders

PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance); continues to develop interoception (acknowledges hunger, expresses tiredness, etc.)

PHG1.1b Identify the difference between sick and well

PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance); continues to develop interoception (acknowledges hunger, expresses tiredness, etc.)

PHG1.1c Engage in sociodramatic play to demonstrate the roles of medical professionals

SS3.3(3) Recognizes and identifies some community helpers, parents' jobs, and careers; adopts roles of family and community helpers during dramatic play with realistic props

Demonstrate development of safety practices
PD4 Safety Awareness and Self-Care

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PHG1.2a Identify ways to play safely	PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules
PHG1.2b Follow simple safety rules while participating in activities	PD4.1(3) Recognizes and avoids potentially harmful items and situations with guidance; begins to follow basic safety and health rules
Demonstrate development of nutrition awareness	PD1 Physical Health, Growth
PHG1.3a Respond to physical cues when hungry, full, or thirsty	PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance); continues to develop interoception (acknowledges hunger, expresses tiredness, etc.)
PHG1.3b Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy	PD1.2(3) Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)
PHG1.3c Participate in preparation of a simple, healthy snack	PD1.2(3) Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)
PHG1.3d Express preferences about food	PD1.2(3) Begins to identify healthy and unhealthy foods; tries new foods, expressing preferences for some foods over others; explains that some foods help our bodies grow and remain healthy; begins to help with food preparation (mixing, etc.)
Demonstrate how the five senses support processing information	AL1 Curiosity, Initiative, and Risk-Taking
PHG2.1a Take things apart and attempt to put them back together	AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently; uses senses to understand, explore, and interact with objects, people, and the

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environment

PHG2.1b Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks

AL1.1(3) Shows a willingness to participate; shows eagerness to join play events, experiments, and exploring activities; tries new activities independently; uses senses to understand, explore, and interact with objects, people, and the environment

Demonstrate development of body awareness and physical activity
PD1 Physical Health, Growth, PD2 Gross Motor Development, SE1 Self-Awareness and Self-Concept

PHG2.2a Identify and describe function of body parts

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

PHG2.2b Demonstrate awareness of own body in relation to other people and objects through play activities

PD2.1(3) Moves body to travel/play games (runs well, gallops, walks on uneven surfaces, walks backward in straight line, broad jumps, hops forward on two feet); exhibits awareness of position of self in relation to objects, obstacles, and other people

PHG2.2c Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time

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

PHG2.2d Demonstrate basic understanding that physical activity helps the body grow and be healthy

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

PHG2.2e Begin to recognize the relationship between moving your body fast and how your body responds to this movement

PD1.1(3) Chooses to participate in active play and exercise for extended periods of time; develops strength, flexibility, and stamina; plays familiar games
PD2.1(3) Moves body to travel/play games (runs well, gallops, walks on uneven surfaces, walks backward in straight line, broad jumps, hops forward on two feet); exhibits awareness of position of self in relation to objects, obstacles, and other people

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Demonstrate development of fine and gross motor coordination

PHG3.1a Refine grasp to manipulate tools and objects

PD2 Gross Motor Development, PD3 Fine Motor Development

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

PD3.2(3) Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard); uses eating utensils with ease

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

PHG3.1b Demonstrate coordination and balance

PD2.2(3) Coordinates body movements in place with increasing skill (begins to kick ball with purpose, throws overhand with some accuracy, dribbles balls with increased coordination, throws and attempts to catch balls, begins using bat/racket to make contact with objects)

PD2.3(3) Shows increasing flexibility, balance, and bilateral control (begins to stand on one foot for up to 3 seconds, performs stretching exercises); coordinates body movements and refines proprioception and the vestibular sense (crosses midlines by bending, twisting to participate in activities, jumps on two feet, climbs, bounces on top of a large ball, begins to hop on one foot, uses more complex ride-on toys, seeks out swinging and spinning activities, rolls down a hill, attempts somersaults, etc.)

PHG3.1c Coordinate movements to perform a task

PD2.1(3) Moves body to travel/play games (runs well, gallops, walks on uneven surfaces, walks backward in straight line, broad jumps, hops forward on two feet); exhibits awareness of position of self in relation to objects, obstacles, and other people

PD2.2(3) Coordinates body movements in place with increasing skill (begins to kick ball with purpose, throws overhand with some accuracy, dribbles balls with increased coordination, throws and attempts to catch balls, begins using bat/racket to make contact with objects)

PD2.3(3) Shows increasing flexibility, balance, and

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bilateral control (begins to stand on one foot for up to 3 seconds, performs stretching exercises); coordinates body movements and refines proprioception and the vestibular sense (crosses midlines by bending, twisting to participate in activities, jumps on two feet, climbs, bounces on top of a large ball, begins to hop on one foot, uses more complex ride-on toys, seeks out swinging and spinning activities, rolls down a hill, attempts somersaults, etc.)

Demonstrate development of oral motor skills

PHG3.2a Demonstrate continual progression in oral muscle tone, strength, and range of motion, leading to more complex oral movement and control

PD3 Fine Motor Development

PD3.2(3) Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard); uses eating utensils with ease

Demonstrate increased independence in personal care routines

PHG4.1a Attend to personal body care practices with reminders

PD4 Safety Awareness and Self-Care

PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance); continues to develop interoception (acknowledges hunger, expresses tiredness, etc.)

PHG4.1b Independently feed self

PD3.2(3) Demonstrates growing hand-eye coordination (strings beads, completes multi-piece puzzles, uses lacing cards, tears paper, uses a keyboard); uses eating utensils with ease
PD4.2(3) Develops independence in daily routines (dresses and undresses with assistance with fasteners, uses tissues for nose and napkins for face with reminders, washes hands and face and brushes teeth with assistance, cares for toileting needs with assistance); continues to develop interoception (acknowledges hunger, expresses tiredness, etc.)

PHG4.1c Independently dress and undress self

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

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needs with assistance); continues to develop interoception (acknowledges hunger, expresses tiredness, etc.)

49 to 60 Months
Demonstrate development of healthy practices

PHG1.1d Demonstrate health and hygiene-related behaviors with minimal prompting

PD4 Safety Awareness and Self-Care

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.); exhibits interoception (voices hunger and requests snack, expresses tiredness and chooses to rest, etc.)

PHG1.1e Communicate practices that promote healthy living and prevent illness for self and family members

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.); exhibits interoception (voices hunger and requests snack, expresses tiredness and chooses to rest, etc.)

PHG1.1f Engage in sociodramatic play to demonstrate the roles of medical professionals

SS3.3(4) Identifies and describes the roles of a variety of community helpers, parents' jobs, and careers; adopts wide variety of family and community helper roles during dramatic play

Demonstrate development of safety practices

PHG1.2c Demonstrate basic safety knowledge

PD4 Safety Awareness and Self-Care

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

PHG1.2d Alert others to possible danger

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

PHG1.2e Participate, with adult support, to develop safety rules for an activity

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

Demonstrate development of nutrition awareness
PD1 Physical Health, Growth

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PHG1.3e Respond to physical cues when hungry, full, or thirsty	PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.); exhibits interoception (voices hunger and requests snack, expresses tiredness and chooses to rest, etc.)
PHG1.3f Communicate about variety and amount of food needed to be healthy	PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)
PHG1.3g Participate in preparation of a simple, healthy snack	PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)
PHG1.3h Name food and beverages that help to build healthy bodies	PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)
PHG1.3i Describe physical features of fruits and vegetables	L2.2(4) Demonstrates understanding and use of rapidly expanding vocabulary, including language of specific learning domains and more abstract concepts; identifies word pairs that describe opposite concepts. PD1.2(4) Exhibits knowledge about healthy eating and good nutrition; expresses some benefits of a healthy diet; tries new foods; shows willingness to eat a well-balanced diet; interested in various tastes, colors, and textures of food; helps with food preparation (mixing, measuring, etc.)
PHG1.3j Begin to describe where fruits and vegetables come from	SC3.1(4) Groups and classifies living things by features; investigates and compares living vs. non-living things; shows understanding and

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describes life cycles; knows and explains basic needs of living things (food chains, energy from sun, habitats).

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

Demonstrate how the five senses support processing information
AL1 Curiosity, Initiative, and Risk-Taking

PHG2.1c Take things apart and invent new structures using the parts

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects; uses perceptual information to plan explorations and interactions with objects, people, and the environment

PHG2.1d Use tactile, visual, auditory, olfactory, and gustatory information to accomplish tasks

AL1.1(4) Welcomes play experiences and shows creativity and inventiveness; demonstrates inquisitiveness about subjects and objects; uses perceptual information to plan explorations and interactions with objects, people, and the environment

Demonstrate development of body awareness and physical activity
PD1 Physical Health, Growth, PD2 Gross Motor Development, SE1 Self-Awareness and Self-Concept

PHG2.2f Identify and describe function of body parts

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

PHG2.2g Demonstrate awareness of own body in relation to other people and objects through play activities

PD2.1(4) Refines mobility and moves with a purpose (walks backward in games/activities, runs smoothly, gallops, skips, walks heel-to-toe, hops on one foot); uses sensory input to move body with coordination around objects, obstacles, and other people

PHG2.2h Participate in structured and unstructured active physical play, exhibiting increasing strength and stamina for sustained periods of time

PD1.1(4) Chooses to participate in moderate to vigorous physical activities and exercise for extended time; continues to develop strength,

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flexibility, and stamina while playing on equipment and creating new games

PHG2.2i Demonstrate basic understanding that physical activity helps the body grow and be healthy

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

PHG2.2j Begin to recognize the relationship between moving your body fast and how your body responds to this movement

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

PD2.1(4) Refines mobility and moves with a purpose (walks backward in games/activities, runs smoothly, gallops, skips, walks heel-to-toe, hops on one foot); uses sensory input to move body with coordination around objects, obstacles, and other people

Demonstrate development of fine and gross motor coordination
PD2 Gross Motor Development, PD3 Fine Motor Development

PHG3.1d Perform fine-motor tasks that require small-muscle strength and control

PD3.1(4) Uses small, precise hand movements to complete tasks (fastens clothing, folds paper with accuracy and symmetry; begins attempting to tie shoes, uses a dominant hand)

PD3.2(4) Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)

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

PHG3.1e Demonstrate coordination and balance in a variety of activities

PD2.2(4) Coordinates body movements in place to accomplish a goal (kicks ball accurately in game, throws overhand, dribbles, and catches balls with increasing accuracy, swings bat/racket and makes contact with stationary objects, bounces and passes ball)

PD2.3(4) Demonstrates flexibility, balance, and bilateral control in purposeful movements while

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refining proprioception and the vestibular sense (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles, climbs up a slide, hangs from bars or the side of a bed, crab walks, rolls/balances on tummy on large yoga ball, enjoys spinning/rolling, jumping on couch/bed, etc.)

PHG3.1f Coordinate movements to perform a complex task

PD2.1(4) Refines mobility and moves with a purpose (walks backward in games/activities, runs smoothly, gallops, skips, walks heel-to-toe, hops on one foot); uses sensory input to move body with coordination around objects, obstacles, and other people

PD2.2(4) Coordinates body movements in place to accomplish a goal (kicks ball accurately in game, throws overhand, dribbles, and catches balls with increasing accuracy, swings bat/racket and makes contact with stationary objects, bounces and passes ball)

PD2.3(4) Demonstrates flexibility, balance, and bilateral control in purposeful movements while refining proprioception and the vestibular sense (stretches limbs during exercise, crosses midlines by bending, twisting to achieve a goal such as playing a game, balances on each foot for up to 6 seconds, manipulates riding toys, rides tricycles/bicycles, climbs up a slide, hangs from bars or the side of a bed, crab walks, rolls/balances on tummy on large yoga ball, enjoys spinning/rolling, jumping on couch/bed, etc.)

Demonstrate increased independence in personal care routines
PD4 Safety Awareness and Self-Care

PHG4.1e Attend to personal body care practices with minimal adult support

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.); exhibits interoception (voices hunger and requests snack, expresses tiredness and chooses to rest, etc.)

PHG4.1f Independently feed self using utensils

PD3.2(4) Demonstrates more precise hand-eye coordination (uses connecting blocks, small pop

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beads, Lego bricks, forms playdough into more recognizable shapes, builds more intricate block structures, weaves)

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.); exhibits interoception (voices hunger and requests snack, expresses tiredness and chooses to rest, etc.)

PHG4.1g Independently dress and undress self

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.); exhibits interoception (voices hunger and requests snack, expresses tiredness and chooses to rest, etc.)

PHG4.1h Independently attend to toileting needs

PD4.2(4) Exhibits independent self-care in daily routines (dresses and undresses except some difficult fasteners, uses tissues for nose and napkins for face appropriately, washes hands and face, brushes teeth, cares for toileting needs, etc.); exhibits interoception (voices hunger and requests snack, expresses tiredness and chooses to rest, etc.)

Source: Indiana Department of Education, 2023.