

The following crosswalk document links the COR indicators to objectives found in HighReach Learning curricula. Use the crosswalk to locate opportunities to observe the benchmarks of the COR assessment in action through the experiences with linking objectives found in HighReach Learning Experience Guides. It's easy as 1-2-3.

1. Designate what COR indicators and benchmarks children are developing.
2. Identify which HighReach objectives will build designated COR areas.
3. Choose experiences in Learning Experience Guides that feature targeted objectives.

This system facilitates ongoing learning while providing intriguing experiences embedded into your learning centers!

COR Indicators	HighReach Learning Objectives
I. Initiative	
A. Making Choices and Plans	
<ol style="list-style-type: none"> 1. Child indicates a choice by pointing or some other action. 2. Child expresses a choice in one or two words. 3. Child expresses a choice with a short sentence. 4. Child makes a plan with one or two details. 5. Child makes a plan with three or more details. 	<p>SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</p> <p>ATL1 Chooses to participate in an increasing variety of tasks and activities.</p> <p>ATL2 Develops increased ability to make independent choices.</p> <p>ATL6 Demonstrates increasing ability to set goals and develop and follow through on plans.</p> <p>L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</p> <p>L7 Uses an increasingly complex and varied spoken vocabulary.</p> <p>L8 Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p>

B. Solving Problems with Materials

1. Child expresses frustration when encountering a problem with materials.
2. Child identifies a problem with materials and asks for help.
3. Child tries one way to solve a problem with materials.
4. Child tries two ways to solve a problem with materials.
5. Child tries three or more ways to solve a problem with materials.

L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

L10 Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.

SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.

ATL8 Grows in the ability to distinguish when and how to seek help or information.

ATL9 Develops increasing ability to find more than one solution to a question, task, or problem.

ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.

C. Initiating Play

1. Child engages in exploratory play
2. Child makes something with materials.
3. Child engages in pretend play.
4. During play with other children, child adds an idea that modifies the play.
5. Child joins with other children in playing a game with rules.

ATL1 Chooses to participate in an increasing variety of tasks and activities.

ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness.

ATL5 Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.

CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.

CA11 Participates in a variety of dramatic play activities that become more extended and complex.

CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.

S11 Expands use and knowledge of various technologies.

SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion.

SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.

SE12 Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive

D. Taking Care of Personal Needs	
<ol style="list-style-type: none"> 1. Child observes as others do a self-care activity. 2. Child accomplishes some parts of a self-care activity. 3. Child accomplishes all parts of a self-care activity. 4. Child identifies the need for a tool and uses it independently to accomplish a personal goal. 5. Child helps another child in a self-care activity or program routine. 	<p>PHD9 Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</p> <p>PHD10 Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.</p> <p>SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</p> <p>SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</p> <p>ATL6 Demonstrates increasing ability to set goals and develop and follow through on plans.</p>

II. Social Relations

E. Relating to Adults	
<ol style="list-style-type: none"> 1. Child participates in a conversation initiated by a familiar adult. 2. Child participates in a conversation initiated by an unfamiliar adult. 3. Child initiates and interaction with an adult. 4. Child sustains an interaction with an adult. 5. Child involves an adult in an activity and sustains the involvement. 	<p>L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p> <p>ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p>

F. Relating to Other Children	
<ol style="list-style-type: none"> 1. Child responds when another child initiates an interaction. 2. Child initiates an interaction with another child. 3. Child sustains an interaction with another child. 4. Child invites another child to play. 5. Child shows loyalty to another child. 	<p>L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p> <p>SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</p> <p>SE15 Shows progress in developing friendships with peers.</p> <p>ATL10 Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p>

G. Resolving Interpersonal Conflict	
<ol style="list-style-type: none"> 1. In a conflict with another child, child responds with yelling or physical reaction. 2. Child requests adult help in resolving a conflict with another child. 3. Child identifies the problem in a conflict with another child. 4. With adult help, child offers solution to a conflict. 5. Child negotiates the resolution of a conflict with another child. 	<p>SE1 Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</p> <p>SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</p> <p>SE14 Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</p> <p>ATL8 Grows in the ability to distinguish when and how to seek help or information.</p> <p>L6 Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p>
H. Understanding and Expressing Feelings	
<ol style="list-style-type: none"> 1. Child expresses an emotion. 2. Child comforts another child. 3. Child talks about an emotion. 4. Child represents an emotion through pretend play or art. 5. Child identifies an emotion and gives a reason for it. 	<p>SE4 Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</p> <p>SE16 Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</p> <p>L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</p>

V. Language and Literacy

Q. Listening to and Understanding Speech	
<ol style="list-style-type: none"> 1. Child responds with actions or words to a suggestion, request, or question. 2. When listening to a story, rhyme, or narrative, child anticipates and fills in a word or phrase. 3. When listening to a story, rhyme, or narrative, child comments or asks a question about it. 4. Child contributes to an ongoing conversation. 5. Child sustains a dialogue by taking three or more conversational turns. 	<p>L1 Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</p> <p>L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</p> <p>L7 Uses an increasingly complex and varied spoken vocabulary.</p> <p>L8 Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p> <p>L10 Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</p>

R. Using Vocabulary	
<ol style="list-style-type: none"> 1. Child talks about people or objects close at hand. 2. Child talks about absent people or objects. 3. Child uses vocabulary related to a particular subject. 4. Child uses two or more words to describe something. 5. Child asks about meaning of a word. 	<p>L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</p> <p>L3 Understands an increasingly complex and varied vocabulary.</p> <p>L7 Uses an increasingly complex and varied spoken vocabulary.</p>
S. Using Complex Patterns of Speech	
<ol style="list-style-type: none"> 1. Child uses words and phrases. 2. Child uses a sentence of four or more words. 3. Child uses two or more simple sentences in a row. 4. Child uses a compound subject or object in a sentence. 5. Child uses a clause that starts with “when,” “if,” “because,” or “since” in a sentence. 	<p>L7 Uses an increasingly complex and varied spoken vocabulary.</p> <p>L8 Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p>
T. Showing Awareness of Sounds in Words	
<ol style="list-style-type: none"> 1. During play, child makes the sound of an animal or vehicle, or some other environmental sound. 2. Child joins in saying or repeating a rhyme or series of words that start with the same sound. 3. Child rhymes one word with another or makes up a phrase or sentence that includes a rhyme. 4. Child says that two words begin with the same sound. 5. Child creates a pair or series of words that start with the same sound. 	<p>LT1 Shows increasing ability to discriminate and identify sounds in spoken language.</p> <p>LT2 Shows growing awareness of beginning and ending sounds of words.</p> <p>LT3 Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</p>
U. Demonstrating Knowledge about Books	
<ol style="list-style-type: none"> 1. Child shows interest when a book is read aloud. 2. Child holds a book right side up, turns the pages, and looks at them. 3. Child asks another person to read a book to him or her. 4. Looking at the pictures in a book, child tells a story or makes up a story related to the pictures. 5. Child points to the words in a book or follows a line of text while telling or reading the story. 	<p>LT6 Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</p> <p>LT7 Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</p> <p>LT8 Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</p> <p>LT9 Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</p>

V. Using Letter Names and Sounds	
<ol style="list-style-type: none"> 1. Child says or sings some letters. 2. Child names three or more alphabet letters he or she is holding, looking at, typing, or making. 3. Child makes the sound of a letter in a word he or she is looking at, writing, or typing. 4. Child names 10 or more letters over time. 5. Child says a word and identifies the beginning letter or letter sound. 	<p>LT20 Shows progress in associating the names of letters with their shapes and sounds.</p> <p>LT21 Increases in ability to notice the beginning letters in familiar words.</p> <p>LT22 Identifies at least 10 letters of the alphabet, especially those in their own name.</p> <p>LT23 Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p>
W. Reading	
<ol style="list-style-type: none"> 1. Child uses the same word to name more than one object. 2. Child says what a picture or symbol represents. 3. Child call attention to print. 4. Child recognizes a written word. 5. Child reads aloud a simple phrase or sentence. 	<p>LT11 Shows increasing awareness of print in classroom, home, and community settings.</p> <p>LT12 Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</p> <p>LT13 Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</p> <p>LT14 Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</p> <p>LT15 Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</p>
X. Writing	
<ol style="list-style-type: none"> 1. Child writes using pictures, squiggles, or letterlike forms. 2. Child uses clay, wire, or sticks to make a recognizable letter. 3. Child writes two or more recognizable letters. 4. Child writes a string of letters and reads them or asks to have them read. 5. Child writes a phrase or sentence of two or more words. 	<p>LT16 Develops understanding that writing is a way of communicating for a variety of purposes.</p> <p>LT17 Begins to represent stories and experiences through pictures, dictation, and in play.</p> <p>LT18 Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</p> <p>LT19 Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</p>

III. Creative Representation

I. Making and Building Models

1. Child uses clay, dough, paper, blocks, sand, wire, pipe cleaners, or scrap materials.
2. Child notices and says that a material looks like something else.
3. Child uses sounds, actions, or words to show what a material stands for.
4. Child makes a model with three or more basic parts.
5. Child makes a model with details on one or more of the basic parts.

S10 Builds increasing knowledge of the environment and environmental changes through play.

CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.

CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.

CA5 Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.

ATL11 Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.

L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

J. Drawing and Painting Pictures

1. Child uses a marker, crayon, pencil, chalk, paint, or finger paint.
2. When drawing or painting, child notices an unintended result and says what it looks like.
3. Child draws or paints something and explains what it stands for.
4. Child draws or paints a picture that includes four or more basic parts.
5. Child draws or paints a picture with details on one or more of the basic parts.

PHD3 Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.

L5 Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

ATL3 Approaches tasks and activities with increased flexibility, imagination, and inventiveness.

CA3 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.

CA4 Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.

CA5 Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.

K. Pretending	
<ol style="list-style-type: none"> 1. Child pretends to be an animal, an object, or another person. 2. Child uses one or more objects to stand for another object. 3. Child uses both words and action to portray a role, situation, or setting. 4. Child engages in role play with two or more other children. 5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play. 	<p>CA11 Participates in a variety of dramatic play activities that become more extended and complex.</p> <p>CA12 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</p> <p>SE10 Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</p> <p>SE11 Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</p> <p>SE12 Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</p>

IV. Movement and Music

L. Moving in Various Ways	
<ol style="list-style-type: none"> 1. Child pounds with, shakes, twists, or swings an arm or a leg. 2. Child runs, marches, gallops, or jumps. 3. Child walks up or down stairs, alternating feet. 4. Child names a movement and does it. 5. Child hops, skips, or twirls around and stops without falling. 	<p>PHD4 Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</p> <p>PHD7 Progresses in physical growth, strength, stamina, and flexibility.</p>

M. Moving with Objects	
<ol style="list-style-type: none"> 1. Child throws or kicks an object. 2. Child catches an object. 3. Child coordinates both hands to manipulate one or more objects. 4. Child dribbles a ball. 5. Child strikes a moving object with a bat or paddle. 	<p>PHD5 Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p> <p>PHD8 Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</p>

N. Feeling and Expressing Steady Beat	
<ol style="list-style-type: none"> 1. Child engages in a steady movement. 2. Child joins others in a steady movement. 3. Child maintains a steady beat to music for 4–8 beats. 4. Child maintains a steady beat to music for 12–16 beats. 5. Child chants or sings while maintaining movement to a steady beat. 	<p>CA10 Shows growth in moving in time to different patterns of beat and rhythm in music.</p>

O. Moving to Music	
<ol style="list-style-type: none"> 1. Child moves to music. 2. Child imitates others as they move to music. 3. Child names a movement and engages in it to music. 4. Child creates and repeats a two-movement pattern to music. 5. Child creates (or copies) and repeats a pattern of four or more movement to music. 	<p>CA9 Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</p> <p>M12 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.</p>
P. Singing	
<ol style="list-style-type: none"> 1. Child makes vocal sounds that vary in pitch. 2. Child hums or sings while engaged in another activity. 3. Child sings part of a simple song with others. 4. Child sings a three-pitch song. 5. Child sings a song with five or more pitches. 	<p>CA1 Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</p>

VI. Mathematics and Science

Y. Sorting Objects	
<ol style="list-style-type: none"> 1. Child creates a collection of five or more objects. 2. Child sorts a collection into smaller groups of similar objects. 3. In sorting, child groups objects that are the same in some way but different in others. 4. In sorting, child groups objects that are the same in some way and identifies the similarity. 5. Child identifies two or more similarities between objects or groups. 	<p>M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</p> <p>M7 Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.</p> <p>M9 Begins to be able to determine whether or not two shapes are the same size and shape.</p> <p>M10 Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</p> <p>M14 Begins to make comparisons between several objects based on a single attribute.</p> <p>S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</p> <p>S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</p> <p>S3 Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</p> <p>ATL11 Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</p>

Z. Identifying Patterns	
<ol style="list-style-type: none"> 1. Child lines up three or more objects one after the other. 2. Child arranges four or more objects in a repeating series. 3. Child arranges three or more objects in a graduated series. 4. Child finds or points out a repeating or graduated series. 5. Child adds additional objects to extend a repeating or graduated series. 	<p>M12 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.</p> <p>M13 Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</p> <p>M14 Begins to make comparisons between several objects based on a single attribute.</p> <p>S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</p> <p>S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</p>
AA. Comparing Properties	
<ol style="list-style-type: none"> 1. Child makes or responds to a statement that includes a comparison word. 2. Child describes contrasting objects using a word and its opposite. 3. Child makes an object or structure smaller or bigger and comments on the change. 4. Child uses a comparison word to describe the difference between two objects. 5. Child uses a conventional or an unconventional measuring tool and states the result. 	<p>ATL11 Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</p> <p>M5 Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</p> <p>M15 Shows progress in using standard and nonstandard measures.</p> <p>S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</p> <p>S2 Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</p>
BB. Counting	
<ol style="list-style-type: none"> 1. Child uses a number word. 2. Child counts objects, naming one number for each object. 3. Child counts or responds to a request for 5 to 10 objects. 4. Child counts 11 or more objects and uses the last number to say how many. 5. Child counts two groups of objects and says which one has more. 	<p>M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</p> <p>M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</p> <p>M3 Develops increasing ability to count in sequence to 10 and beyond.</p> <p>M4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</p> <p>M5 Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</p> <p>M6 Develops increased abilities to combine, separate, and name "how many" concrete objects</p>

CC. Identifying Position and Direction	
<ol style="list-style-type: none"> 1. Child moves or places an object as requested. 2. Child uses a position word. 3. Child uses a direction word. 4. Child uses a distance word. 5. Reading a map, child uses a position, direction, or distance word. 	<p>M11 Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</p> <p>S4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</p> <p>S11 Expands use and knowledge of various technologies.</p>
DD. Identifying Sequence, Change, and Causality	
<ol style="list-style-type: none"> 1. Child anticipates the next event in a sequence. 2. Child describes a sequence of events. 3. Child describes a change in an object or situation. 4. Child compares the rates or durations of two events. 5. Child explains that an event or change happens because of something else. 	<p>M13 Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</p> <p>S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</p> <p>S5 Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</p> <p>S8 Develops growing awareness of ideas and language related to attributes of time and temperature.</p> <p>S9 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.</p>
EE. Identifying Materials and Properties	
<ol style="list-style-type: none"> 1. Child identifies a property of an object. 2. Child identifies the material an object is made of. 3. Child identifies a part of an object and the whole it belongs to. 4. Child selects a material based on its properties. 5. Child numbers the parts or features of an object. 	<p>S1 Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</p> <p>S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</p> <p>M1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</p> <p>M2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</p> <p>M3 Develops increasing ability to count in sequence to 10 and beyond.</p> <p>M4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</p> <p>M8 Progresses in ability to put together and take apart shapes.</p>

FF. Identifying Natural and Living Things

1. Child names a natural object or material.
2. Child performs an action helpful to plants or animals.
3. Child characterizes something as living or not living.
4. Child identifies a change (in a material or the environment) and a possible cause.
5. Child identifies where a natural object or material comes from.

S6 Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.

S7 Expands knowledge of and respect for their body and the environment.

S9 Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.

S10 Builds increasing knowledge of the environment and environmental changes through play.