

# Wyoming Early Childhood Readiness Standards Alignment with HighReach Learning, Inc., Curriculum for Ages 3–5

The following table aligns the Wyoming Early Childhood Readiness Standards, adopted by the Wyoming Department of Education, with the HighReach Learning curriculum for ages 3–5.

All HighReach Learning curriculum programs are integrated and thematic. Within each topic are four subtopics comprised of over 120 center-based activities and events, which can be selected by the teacher based on children’s needs, development levels, and interests. The curriculum is standards based, and all activities link to objectives. There is a proven connection to educational theorists and a balanced approach of child-guided and adult-guided experiences. The curriculum’s pedagogy is “intentionality,” which is supported by research.

## HighReach Learning, Inc., Curriculum for Ages 3–5 Alignment with the Wyoming Early Learning Readiness Standards

### **I. LANGUAGE**

#### Wyoming Early Learning Readiness Standards

#### HighReach Learning Curriculum Alignment with Standards

#### (A) LISTENING AND UNDERSTANDING (RECEPTIVE LANGUAGE)

1. Demonstrates understanding of language through responses.	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
2. Understands and follows simple and multiple-step directions.	<ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> </ul>
3. Understands an increasingly complex and varied vocabulary.	<ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasing complex and varied vocabulary.</li> </ul>
4. Understands basic language concepts.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> </ul>
5. Discriminates among different environmental sounds.	<ul style="list-style-type: none"> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify</li> </ul>

	<p>sounds in spoken language.</p> <ul style="list-style-type: none"> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
6. Understands “who, what, where, when, why” questions.	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> </ul>
7. Listens to and engages in conversation with others.	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>
8. Progress in listening to and understanding English, (for non-English speaking children).	<ul style="list-style-type: none"> <li>• <b>L4</b> For non-English-speaking children, progresses in listening to and understanding English.</li> </ul>

**(B) SPEAKING AND COMMUNICATING (EXPRESSIVE LANGUAGE)**

1. Asks and answers simple questions.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>
2. Initiates conversation and responds appropriately to discussions with peers and adults.	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>
3. Uses an increasingly complex and varied spoken vocabulary.	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
4. Demonstrates age-appropriate speech articulation.	<ul style="list-style-type: none"> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>
5. Communicates in complete sentences of increasing length and grammatical complexity.	<ul style="list-style-type: none"> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>
6. For non-English speaking children, progress is made in speaking English.	<ul style="list-style-type: none"> <li>• <b>L9</b> For non-English-speaking children, progresses in speaking English.</li> </ul>

**II. LITERACY**

**Wyoming Early Learning  
Readiness Standards**

**HighReach Learning Curriculum Alignment with Standards**

**(A) PHONOLOGICAL AWARENESS**

1. Recognizes rhymes.	<ul style="list-style-type: none"> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> </ul>
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2. Completes a rhyme.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> </ul>
3. Creates strings of words with the same initial sound (alliteration).	<ul style="list-style-type: none"> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> </ul>
4. Distinguishes individual spoken words in sentences.	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> </ul>
5. Combines syllables to produce spoken words.	<ul style="list-style-type: none"> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> <li>• <b>LT4</b> Shows growing ability to hear and discriminate separate syllables in words.</li> </ul>
6. Segments syllables in spoken words.	<ul style="list-style-type: none"> <li>• <b>LT4</b> Shows growing ability to hear and discriminate separate syllables in words.</li> </ul>
7. Discriminates sounds in spoken language.	<ul style="list-style-type: none"> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> </ul>
8. Recognizes onset (initial) sounds of spoken words.	<ul style="list-style-type: none"> <li>• <b>LT2</b> Shows growing awareness of beginning and ending sounds of words.</li> </ul>

**(B) BOOK KNOWLEDGE AND APPRECIATION**

1. Listens to and discuss a variety of stories.	<ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> </ul>
2. Expresses interest in reading-related activities.	<ul style="list-style-type: none"> <li>• <b>LT7</b> 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.</li> </ul>
3. Knows how to handle and care for books.	<ul style="list-style-type: none"> <li>• <b>LT9</b> 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.</li> </ul>
4. Retells stories with a beginning, middle and end.	<ul style="list-style-type: none"> <li>• <b>LT8</b> 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.</li> </ul>
5. Predicts what will happen next in a story.	<ul style="list-style-type: none"> <li>• <b>LT8</b> 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.</li> </ul>
6. Makes connections between self and story.	<ul style="list-style-type: none"> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> </ul>

**(C) PRINT AWARENESS AND CONCEPTS**

1. Demonstrates awareness of print in various environments.	<ul style="list-style-type: none"><li>• <b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings.</li></ul>
2. Understands the different functions of various forms of print.	<ul style="list-style-type: none"><li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li></ul>
3. Tracks print left to right and top to bottom.	<ul style="list-style-type: none"><li>• <b>LT13</b> 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.</li></ul>
4. Demonstrates understanding that print conveys a message.	<ul style="list-style-type: none"><li>• <b>LT13</b> 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.</li></ul>
5. Recognizes the association between spoken and written words.	<ul style="list-style-type: none"><li>• <b>LT14</b> Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</li></ul>
6. Recognizes a word as a unit of print.	<ul style="list-style-type: none"><li>• <b>LT15</b> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li></ul>

**(D) EARLY WRITING**

1. Understands that writing serves a variety of purposes.	<ul style="list-style-type: none"><li>• <b>LT16</b> Develops understanding that writing is a way of communicating for a variety of purposes.</li></ul>
2. Represents stories and experiences through pictures, dictation and in play.	<ul style="list-style-type: none"><li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li></ul>
3. Experiments with a growing variety of writing tools, materials and resources (for children with disabilities, this includes adaptive communication and writing devices).	<ul style="list-style-type: none"><li>• <b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</li><li>• <b>PHD11</b> Develops increasing ability to use senses including aids and assistive technology as needed.</li></ul>
4. Writes familiar words, such as his/her own name.	<ul style="list-style-type: none"><li>• <b>LT19</b> 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.</li></ul>
5. Reads own writing.	<ul style="list-style-type: none"><li>• <b>LT19</b> 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.</li><li>• <b>Additional Information:</b> Throughout HighReach Learning curriculum, it is recognized that children learn at varying rates and are ready to learn different skills at different times. The environment is print-rich, including quality literature and other examples of high-frequency words. As with all skills, children are encouraged to actively discover new and familiar words as they are ready.</li></ul>

**(E) ALPHABET KNOWLEDGE**

1. Associates at least ten letters with their shapes or sounds.	<ul style="list-style-type: none"> <li>• <b>LT20</b> Shows progress in associating the names of letters with their shapes and sounds.</li> </ul>
2. Recognizes beginning letters in familiar words.	<ul style="list-style-type: none"> <li>• <b>LT21</b> Increases in ability to notice the beginning letters in familiar words.</li> </ul>
3. Identifies letters out of alphabetical sequence.	<ul style="list-style-type: none"> <li>• <b>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their own name.</li> </ul>

**III. SOCIAL EMOTIONAL DEVELOPMENT****Wyoming Early Learning  
Readiness Standards****HighReach Learning Curriculum Alignment with Standards****(A) SELF CONCEPT**

1. Shows ability to separate from family and adjust to new situations.	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> </ul>
2. Demonstrates appropriate trust in adults who can help (family members, friends, staff) and those who may not.	<ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>
3. Recognizes/expresses own feelings and responds appropriately.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> </ul>
4. Stands up for rights.	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> </ul>
5. Demonstrates confidence in a range of abilities and expresses pride in accomplishments.	<ul style="list-style-type: none"> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> </ul>
6. Demonstrates knowledge of body parts and their functions.	<ul style="list-style-type: none"> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> </ul>

<b>(B) SELF CONTROL</b>	
1. Demonstrates self-regulation.	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> </ul>
2. Demonstrates self-direction and independence.	<ul style="list-style-type: none"> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> </ul>
3. Takes responsibility for own well-being.	<ul style="list-style-type: none"> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> <li>• <b>SE3</b> Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</li> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
4. Respects and cares for classroom environment and materials.	<ul style="list-style-type: none"> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE13</b> Demonstrates increasing ability to manage personal belongings and share in the care of equipment and materials in the environment.</li> </ul>
5. Follows classroom routines and rules.	<ul style="list-style-type: none"> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> </ul>
6. Attends to task long enough to be successful.	<ul style="list-style-type: none"> <li>• <b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> </ul>
<b>(C) PRO-SOCIAL BEHAVIOR</b>	
1. Plays well with various children.	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE12</b> 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.</li> </ul>
2. Develops a sense of friendship.	<ul style="list-style-type: none"> <li>• <b>SE15</b> Shows progress in developing friendships with peers.</li> </ul>
3. Recognizes the feelings of others and responds appropriately.	<ul style="list-style-type: none"> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>
4. Respects the rights of others and shares.	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Additional Information:</b> Throughout the day, teachers are encouraged to model and support appropriate social norms including being respectful to both adults and peers.</li> </ul>
5. Engages in problem solving strategies to resolve conflicts.	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> </ul>

**(D) KNOWLEDGE OF FAMILIES AND COMMUNITY**

1. Identifies similarities and differences between themselves and others.	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE17</b> Develops ability to identify personal characteristics, including gender and family composition.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
2. Identifies family composition and personal characteristics including gender, address, phone number and last name.	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE17</b> Develops ability to identify personal characteristics, including gender and family composition.</li> </ul>
3. Identifies roles and relationships within different family structures and cultures.	<ul style="list-style-type: none"> <li>• <b>SE17</b> Develops ability to identify personal characteristics, including gender and family composition.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
4. Describes some people’s jobs and what is required to perform them.	<ul style="list-style-type: none"> <li>• <b>SE19</b> Develops growing awareness of jobs and what is required to perform them.</li> </ul>
5. Understands concepts and language of geography in the context of their classroom, home and community.	<ul style="list-style-type: none"> <li>• <b>SE20</b> Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.</li> </ul>

**IV. APPROACHES TO LEARNING**

<b>Wyoming Early Learning Readiness Standards</b>	<b>HighReach Learning Curriculum Alignment with Standards</b>
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**(A) REPRESENTATION AND SYMBOLIC THINKING**

1. Takes on pretend roles and situations.	<ul style="list-style-type: none"> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
2. Uses objects to represent real items in make believe	<ul style="list-style-type: none"> <li>• <b>CA12</b> Shows growing creativity and imagination in using</li> </ul>

play.	materials and in assuming different roles in dramatic play situations.
3. Creates and interprets representations.	<ul style="list-style-type: none"> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> <li>• <b>CA6</b> Begins to understand and share opinions about artistic processes, products, and experiences.</li> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> </ul>
<b>(B) INITIATIVE AND CURIOSITY</b>	
1. Participates in an increasing variety of tasks and activities.	• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.
2. Makes independent choices.	• <b>ATL2</b> Develops increased ability to make independent choices.
3. Demonstrates flexibility, imagination and inventiveness.	• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.
4. Demonstrates eagerness and curiosity as a learner, through active exploration.	• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
5. Is willing to try new things.	• <b>ATL4</b> Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
<b>(C) ENGAGEMENT AND PERSISTENCE</b>	
1. Persists in and completes a variety of tasks.	• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.
2. Sets goals. Develops and follows through on plans.	• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.
3. Develops ability to work independently.	• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.
<b>(D) REASONING AND PROBLEM SOLVING</b>	
1. Finds more than one solution to a problem, task or question.	• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.
2. Recognizes and solves problems through trial and error. Interacts with peers and adults.	• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
3. Classifies, compares and contrasts objects and events according to their unique attributes.	• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.

## V. MATHEMATICS

### Wyoming Early Learning Readiness Standards

### HighReach Learning Curriculum Alignment with Standards

#### (A) NUMBER AND OPERATIONS

1. Uses one-to-one correspondence in counting objects and matching groups of objects.	• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
2. Uses language to compare numbers of objects.	• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.
3. Demonstrates ability to combine, separate and name “how many” concrete objects.	• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.
4. Associates number concepts, vocabulary, quantities and written numerals in meaningful ways.	• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
5. Uses numbers and counting as a means for solving problems and determining quantity.	• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.
6. Demonstrates ability to count in sequence to ten or beyond.	• <b>M3</b> Develops increased ability to count in sequence to 10 and beyond.

#### (B) GEOMETRY AND SPATIAL SENSE

1. Recognizes, names, describes and compares common shapes, their parts and attributes.	• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.
2. Puts together and taken apart shapes.	• <b>M8</b> Progresses in ability to put together and take apart shapes.
3. Determines whether or not two shapes are the same size and shape.	• <b>M9</b> Begins to be able to determine whether or not two shapes are the same size and shape.
4. Matches, sorts, puts in a series and regroups objects according to different attributes.	• <b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.
5. Demonstrates understanding of directionality, order and positions of objects, and positional words.	• <b>M11</b> 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.

#### (C) PATTERNS AND MEASUREMENT

1. Recognizes, duplicates and extends simple patterns.	• <b>M12</b> Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.
2. Makes comparisons between objects.	• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.
3. Uses standard and non-standard measures (to determine object size).	• <b>M15</b> Shows progress in using standard and nonstandard measures.

## VI. SCIENCE

Wyoming Early Learning Readiness Standards	HighReach Learning Curriculum Alignment with Standards
<b>(A) SCIENTIFIC METHODS</b>	
1. Gathers information, investigates materials and observes processes and relationships.	<ul style="list-style-type: none"> <li>• <b>S1</b> Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.</li> </ul>
2. Compares and contrasts objects and materials.	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> </ul>
3. Participates in simple investigations to test observations, discuss and draw conclusions and form generalizations.	<ul style="list-style-type: none"> <li>• <b>S3</b> Begins to participate in simple investigations to test observations, discuss, and draw conclusions and form generalizations.</li> </ul>
<b>(B) SCIENTIFIC SKILLS</b>	
1. Collects, describes and records information through a variety of means, including discussions, drawings, maps and charts.	<ul style="list-style-type: none"> <li>• <b>S4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.</li> </ul>
2. Makes predictions, explanations and generalizations.	<ul style="list-style-type: none"> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> </ul>
3. Recognizes and solves problems through active exploration.	<ul style="list-style-type: none"> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</li> </ul>
<b>(C) SCIENTIFIC KNOWLEDGE</b>	
1. Explores the physical properties of objects and materials in the environment.	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> </ul>
2. Explores living things, their life cycles and habitats.	<ul style="list-style-type: none"> <li>• <b>S6</b> Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.</li> <li>• <b>S7</b> Expands knowledge of and respect for their body and the environment.</li> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> </ul>
3. Demonstrates understanding of properties in the world around them, notices changes and makes predictions.	<ul style="list-style-type: none"> <li>• <b>S2</b> Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.</li> <li>• <b>S5</b> Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.</li> <li>• <b>S9</b> Shows increased awareness and beginning understanding of changes in materials and cause-effect</li> </ul>

	<p>relationships.</p> <ul style="list-style-type: none"> <li>• <b>S10</b> Builds increasing knowledge of the environment and environmental changes through play.</li> </ul>
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**VII. PHYSICAL HEALTH AND DEVELOPMENT**

<b>Wyoming Early Learning Readiness Standards</b>	<b>HighReach Learning Curriculum Alignment with Standards</b>
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**(A) GROSS MOTOR SKILLS**

1. Demonstrates basic loco-motor skills.	<ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> </ul>
2. Uses outdoor gross motor equipment safely and appropriately.	<ul style="list-style-type: none"> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> <li>• <b>PHD10</b> 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.</li> </ul>
3. Shows balance while moving.	<ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> </ul>
4. Demonstrates coordination in gross motor activities.	<ul style="list-style-type: none"> <li>• <b>PHD4</b> Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.</li> </ul>
5. Demonstrates ball-handling skills.	<ul style="list-style-type: none"> <li>• <b>PHD5</b> Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</li> </ul>
6. Engages in adaptive physical activities as appropriate.	<ul style="list-style-type: none"> <li>• <b>PHD6</b> Chooses to actively explore large muscle equipment such as climbers, slides, balls, and adaptive physical activities as appropriate.</li> </ul>

**(B) FINE MOTOR SKILLS**

1. Demonstrates independence in self-help skills.	<ul style="list-style-type: none"> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
2. Uses a variety of materials to coordinate eye-hand movements.	<ul style="list-style-type: none"> <li>• <b>PHD2</b> Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.</li> </ul>
3. Uses tools for writing and drawing.	<ul style="list-style-type: none"> <li>• <b>PHD3</b> Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.</li> </ul>
4. Cuts with scissors.	<ul style="list-style-type: none"> <li>• <b>PHD1</b> Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.</li> <li>• <b>PHD2</b> Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and</li> </ul>

patterns, stringing beads, and using scissors.

<b>(C) HEALTH PRACTICES</b>	
1. Demonstrates independence in personal care and self-help skills.	<ul style="list-style-type: none"> <li>• <b>PHD9</b> Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.</li> </ul>
2. Follows basic health and safety guidelines.	<ul style="list-style-type: none"> <li>• <b>PHD10</b> 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.</li> </ul>
3. Participates actively in games, outdoor play and other forms of exercise to enhance physical fitness.	<ul style="list-style-type: none"> <li>• <b>PHD8</b> Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.</li> </ul>

<b>VII. CREATIVE ARTS</b>	
<b>Wyoming Early Learning Readiness Standards</b>	<b>HighReach Learning Curriculum Alignment with Standards</b>
<b>(A) MUSIC AND MOVEMENT</b>	
1. Expresses self through movement and dancing.	<ul style="list-style-type: none"> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> </ul>
2. Responds to different patterns of beat and rhythm in music.	<ul style="list-style-type: none"> <li>• <b>CA10</b> Shows growth in moving in time to different patterns of beat and rhythm in music.</li> </ul>
3. Participates with increasing interest and enjoyment in a variety of musical activities.	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</li> <li>• <b>CA9</b> Expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> </ul>
<b>(B) ART</b>	
1. Experiments with a variety of musical instruments.	<ul style="list-style-type: none"> <li>• <b>CA2</b> Experiments with a variety of musical instruments.</li> </ul>
2. Progresses in ability to create representations that are more detailed, creative or realistic.	<ul style="list-style-type: none"> <li>• <b>CA4</b> Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.</li> </ul>
3. Experiments with a variety of art media.	<ul style="list-style-type: none"> <li>• <b>CA3</b> Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</li> </ul>

**(C) DRAMATIC PLAY**

1. Participates in a variety of dramatic play activities.	<ul style="list-style-type: none"><li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li></ul>
2. Shows creativity and imagination in play.	<ul style="list-style-type: none"><li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li><li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li><li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li></ul>

For more information, visit the HighReach Learning Inc., Web site at [www.highreach.com](http://www.highreach.com) or contact Jenn Siegfried at [jsiegfried@highreach.com](mailto:jsiegfried@highreach.com) or (800) 729-9988 ext. 5164.