

Essential Early Learning Standards: Age 4

While all Utah Core Standards for Early Learning have value, some circumstances may disrupt or limit learning time in a classroom. The purpose of these essential standards is to provide educators with a prioritized list of standards to focus on in situations where classroom instruction time is reduced. In situations where classroom instruction time has not been reduced or limited, please address all the standards included in the Utah Core State Standards for Early Learning.

The complete set of standards can be accessed by visiting the following link: <https://www.schools.utah.gov/file/2f5c23cd-43cc-4ab1-b5d7-ef1f918362e9>. Strand definitions are included in the main document.

Content Area: English Language Arts

Strand 1: ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING

- ELA 4yr.1.1: Speak in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and feelings.
- ELA 4yr.1.2: Use nouns, verbs, prepositions, pronouns, and adjectives when speaking with others.
- ELA 4yr.1.3: Begin to ask and answer complex questions (for example, who, what, where, when, why, how).
- ELA 4yr.1.4: Describe attributes of familiar people, places, things, and events.
- ELA 4yr.1.8: Engage in conversations with peers and adults by talking about activities, personal stories, pictures, topics, and text.
- ELA 4yr.1.10: Follow two-step directions to complete a task or routine (for example, "Please find your coat and wait for me at the door." "Time to wash your hands and find a seat at the table to get ready for a snack.").

Strand 2: READING

- ELA 4yr.2.1: Correctly hold a book.

- ELA 4yr.2.4: With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.
- ELA 4yr.2.5: Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).
- ELA 4yr.2.8: Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).
- ELA 4yr.2.9: Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme).
- ELA 4yr.2.10: With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals).
- ELA 4yr.2.11: With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat).
- ELA 4yr.2.12: Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words.
- ELA 4yr.2.14: Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.
- ELA 4yr.2.16: With prompting and support, rapidly recall the names of a series of objects or pictures (for example, dog, cat, horse, mouse, fish, monkey, lion).
- ELA 4yr.2.17: With prompting and support, listen attentively to and retell simple texts, including event sequence and characters through conversation, art, movement, or drama.
- ELA 4yr.2.18: With prompting and support, ask and answer questions and make connections about text, media, or information presented orally.

Strand 3: WRITING

- ELA 4yr.3.1: Represent ideas visually (for example, scribble with letter-like formations, simple drawings).
- ELA 4yr.3.2: Represent spoken words with written language using letter-like marks and scribbles.

Content Area: Fine Arts

Strand 1: DRAMA

- FA 4yr.1.4: With prompting and support, work independently and cooperatively in dramatic play.

Strand 2: DANCE

- FA 4yr.2.3: With prompting and support, start, stop, and respond to musical cues.

Strand 3: MUSIC

- FA 4yr.3.1: Participate in musical activities by listening to, singing, and creating music.

Strand 4: VISUAL ARTS

- FA 4yr.4.1: Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).

Content Area: Health Education

Strand 1: HUMAN DEVELOPMENT

- HE 4yr.1.1: Show independence in personal hygiene and care.
- HE 4yr.1.2: With prompting and support, distinguish between appropriate and inappropriate touch.

Strand 2: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF

- HE 4yr.2.1: With prompting and support, identify trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) and describe how to recognize the characteristics that make them trusted and safe.
- HE 4yr.2.2: Identify and practice how to make friends and be a good friend by developing and using friendship skills with peers and participating in cooperative play.
- HE 4yr.2.3: With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs.
- HE 4yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).

Strand 3: MENTAL AND EMOTIONAL HEALTH

- HE 4yr.3.1: Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).
- HE 4yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).
- HE 4yr.3.3: With prompting and support, develop and practice self-control by regulating one's own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.

Content Area: Lifelong Learning Practices

Strand 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING

- LLP 4yr.1.2: With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (Attention focusing, for example, sort and classify objects into categories, and provide on-topic responses).
- LLP 4yr.1.3: With prompting and support, develop increasingly effective strategies to connect and remember information (Working memory and information processing, for example, use self-talk, tell others the

events of the day).

- LLP 4yr.1.4: With prompting and support, develop the ability to recognize and show awareness of thinking processes (Reflection, for example, the child explains what strategies are used to build in blocks).

Strand 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)

- LLP 4yr.2.2: Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).
- LLP 4yr.2.3: Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).
- LLP 4yr.2.4: Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).
- LLP 4yr.2.5: Develop the ability to sustain engagement in active learning small- and large- group activities working alone or cooperatively.

Strand 3: CREATIVITY AND CURIOSITY

- LLP 4yr.3.1: Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.
- LLP 4yr.3.2: With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).
- LLP 4yr.3.4: Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).

Strand 4: SELF-AWARENESS

- LLP 4yr.4.1: Demonstrate awareness of one's own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others.
- LLP 4yr.4.4: Communicate wants and needs including thoughts and feelings with actions or words.

Strand 5: RELATIONSHIPS

- LLP 4yr.6.2: With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).
- LLP 6.6: Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain some-one's attention appropriately, how to express frustration appropriately, how to seek help from an adult).

Content Area: Mathematics

Strand 1: COUNTING AND CARDINALITY

- Math 4yr.1.1: Count to 20 by ones.
- Math 4yr.1.3: Count a number of objects from 0–10 and begin to associate them with a written numeral.
- Math 4yr.1.4: Name written numerals 0–10.
- Math 4yr.1.5: Use one-to-one correspondence when counting objects to ten.
- Math 4yr.1.6: When counting objects to ten, understand that the last number counted in a set tells how many.

Strand 2: OPERATIONS AND ALGEBRAIC THINKING

- Math 4yr.2.1: Understand and represent addition up to five (adding to or putting together-er) and subtraction (taking from or taking apart)

with concrete objects, fingers, movement, and simple drawings.

- Math 4yr.2.5: Duplicate, extend, and create simple patterns (for example; ababab).

Strand 3: MEASUREMENT AND DATA

- Math 4yr.3.1: Describe objects using vocabulary specific to measurable attributes (for example, length [long/short], weight [heavy/light], size [big/small], and distance [near/far]).
- Math 4yr.3.4: Compare the number of objects in each category to identify which groups contain more or less or are the same.

Strand 4: GEOMETRY

- Math 4yr.4.1: Describe objects in the environment by using names of shapes and identify the relative positions of these objects using terms such as above, below, besides, in front of, behind, and next to.

Content Area: Physical Education

Strand 1: MOTOR SKILLS AND MOVEMENT

- PE 4yr.1.1: Demonstrate control and balance during movement that moves the child from one place to another (for example, walk forward in a straight line, hop, run, and stop, change direction, and jump over low objects).
- PE 4yr.1.3: Demonstrate control of large muscles to manipulate objects (for example, throw and catch a ball, use a club to move, a ball, ride wheeled toys).
- PE 4yr.1.4: Demonstrate wrist, hand, and finger control (for example, screw on and off lids, button, zip, push an object, use scissors, create art).
- PE 4yr.1.5: Hold a pencil and other writing tools with a beginning pincer grasp (thumb to index finger grasp).

- PE 4yr.1.6: Demonstrate eye-hand coordination (for example, pour from one object to another, strike a stationary object).
- PE 4yr.1.7: Demonstrate eye-hand coordination by independently creating simple handwriting strokes such as straight and intersecting lines, circles, and other simple shapes using a variety of writing tools.

Strand 2: EFFICIENT MOVEMENT AND PERFORMANCE

- PE 4yr.2.1: Begin to maintain personal boundaries while participating in movement activities.

Content Area: Science

STRAND 1: WEATHER

- SCI 4yr.1.1: Obtain and communicate information about local, observable weather conditions while exploring and describing patterns found in different seasons. Emphasize the observation and recognition of data. Examples of data may include sunny, cloudy, windy, rainy, snowy, cold, or warm.
- SCI 4yr.1.2: Obtain and communicate information about human behavior patterns in different weather conditions. Emphasize the observation and recognition of data. Examples of data may include clothing, food, safety, and other preparations for expected weather.

STRAND 2: LIGHT

- SCI 4yr.2.1: Plan and carry out an investigation using the five senses to determine the effect of sunlight on different surfaces and materials. Examples could include determining if the effect is hot or cold or a light or dark surface.
- SCI 4yr.2.2: Plan and carry out an investigation to show the effect of light in illuminating objects. Emphasize that objects can be seen when light is available to illuminate them. Examples could include observations about light when navigating a room with the lights off compared to the lights on.

STRAND 3: LIVING THINGS

- SCI 4yr.3.1: Obtain and communicate information about the effect of water and food on living things. Examples could include plants depend on water to live, humans and animals depend on water and food to live.
- SCI 4yr.3.2: Obtain and communicate information about the pattern between living things and the places where they live. Emphasize that living things need water, air, and resources, and they live in places that have the things they need to survive. Examples could include food and shelter.

STRAND 4: MATTER AND MOTION

- SCI 4yr.4.1: Plan and carry out an investigation to classify different kinds of materials based on patterns in their observable properties. Examples could include sorting materials based on similar properties such as color, hardness, texture, or whether the materials are solids or liquids.
- SCI 4yr.4.2: Plan and carry out an investigation to determine the cause and effect of the speed or direction of an object when a push or pull occurs. Examples could include having a marble or other object move a certain distance, follow a particular path, or knock down other objects.

Content Area: Social Studies

STRAND 1: CULTURE AND DIVERSITY

- SS 4yr.1.1: Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities
(For example, language, family structure, traditions, disabilities).

STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS

- SS 4yr.3.1: Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).
- SS 4yr.3.2: Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).
- SS 4yr.3.3: Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).

STRAND 3: INDIVIDUAL DEVELOPMENT AND IDENTITY

- SS 4yr.4.1: Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.

STRAND 4: INDIVIDUALS, GROUPS, AND INSTITUTIONS

- SS 4yr.5.1: Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.
- SS 4yr.5.2: Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).

STRAND 6: PRODUCTION, DISTRIBUTION, AND CONSUMPTION

- SS 4yr.7.1: Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).
- SS 4yr.7.2: With prompting and support, explain that people have jobs to meet needs, including self, classroom, and community.

STRAND 7: SCIENCE, TECHNOLOGY, AND SOCIETY

- SS 4yr.8.2: Recognize the importance of balancing media time with other activities.