Florida Early Learning and Developmental Standards

3-4 Years

PHYSICAL DEVELOPMENT DOMAIN 3-4.I

A HEALTH AND WELLBEING 3-4.I.A

- a Active Physical Play 3-4.I.A.A
  - 1 Engages in physical activities with increasing balance, coordination, endurance and intensity 3-4.I.A.A.1
    - a Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time) 3-4.I.A.A.1.A
- b Safety 3-4.I.A.B
  - 1 Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities 3-4.I.A.B.1
    - a Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool) 3-4.I.A.B.1.A
- c Personal Care Routines 3-4.I.A.C
  - 1 Responds to and initiates care routines that support personal hygiene 3-4.I.A.C.1
    - a Carries out familiar hygiene routines with occasional reminders of how to do them 3-4.I.A.C.1.A
- d Feeding and Nutrition 3-4.I.A.D
  - 1 Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices 3-4.I.A.D.1
    - a Serves self or others by scooping or pouring from containers 3-4.I.A.D.1.A
    - b Begins to recognize nutritious food choices and healthy eating habits 3-4.I.A.D.1.B

B MOTOR DEVELOPMENT 3-4.I.B

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- a Gross Motor Development 3-4.I.B.A
  - 1 Demonstrates use of large muscles for movement, position, strength and coordination 3-4.I.B.A.1
    - a Begins to balance, such as on one leg or a beam, for short periods 3-4.I.B.A.1.A
    - b Begins to perform some skills, such as jumping for height and hopping 3-4.I.B.A.1.B
    - c Engages in physical activity that requires strength and stamina for brief periods 3-4.I.B.A.1.C
  - 2 Demonstrates use of large muscles to move in the environment 3-4.I.B.A.2
    - a Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom) 3-4.I.B.A.2.A
- b Gross Motor Perception (Sensorimotor) 3-4.I.B.B
  - 1 Uses perceptual information to guide motions and interactions with objects and other people 3-4.I.B.B.1
    - a Begins to act and move with purpose and recognizes differences in direction, distance and location 3-4.I.B.B.1.A
    - b Demonstrates awareness of own body in relation to others 3-4.I.B.B.1.B
- c Fine Motor Development 3-4.I.B.C
  - 1 Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks 3-4.I.B.C.1
    - a Uses various drawing and art tools with developing coordination 3-4.I.B.C.1.A
  - 2 Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision 3-4.I.B.C.2
    - a Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors) 3-4.I.B.C.2.A
    - b Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page) 3-4.I.B.C.2.B

APPROACHES TO LEARNING DOMAIN 3-4.II

- **A EAGERNESS AND CURIOSITY** 3-4.II.A
- **B PERSISTENCE** 3-4.II.B
- **C CREATIVITY AND INVENTIVENESS** 3-4.II.C
- **D PLANNING AND REFLECTION** 3-4.II.D

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Shows curiosity and is eager to learn new things and have new experiences 3-4.II.A.1	**1 Shows curiosity and is eager to learn new things and have new experiences** 3-4.II.A.1
Sustains attention for brief periods and finds help when needed 3-4.II.B.1	**1 Sustains attention for brief periods and finds help when needed** 3-4.II.B.1
Approaches daily activities with creativity 3-4.II.C.1	**1 Approaches daily activities with creativity** 3-4.II.C.1
Shows initial signs of planning and learning from their experiences 3-4.II.D.1	**1 Shows initial signs of planning and learning from their experiences** 3-4.II.D.1
SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN 3-4.III	**A EMOTIONAL FUNCTIONING** 3-4.III.A **B MANAGING EMOTIONS** 3-4.III.B **C BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS** 3-4.III.C **D SENSE OF IDENTITY AND BELONGING** 3-4.III.D
Expresses, identifies and responds to a range of emotions 3-4.III.A.1	**a Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)** 3-4.III.A.1.A
Demonstrates appropriate affect (emotional response) between behavior and facial expression 3-4.III.A.2	**a Verbalizes own feelings and those of others** 3-4.III.A.2.A
Demonstrates ability to self-regulate 3-4.III.B.1	**a Begins to verbalize their emotions** 3-4.III.B.1.A
Attends to sights, sounds, objects, people and activities 3-4.]	**a Begins to sustain attention for brief period of time in group activities** 3-4.III.B.2.A

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Develops positive relationships with adults 3-4.III.C.1	**a**	**Develops positive relationships and interacts comfortably with familiar adults** 3-4.III.C.1.A
Develops positive relationships with peers 3-4.III.C.2	**a**	**Builds social relationships and becomes more connected to other children** 3-4.III.C.2.A
	b	**Demonstrates strategies for entry into social play with peers** 3-4.III.C.2.B
	c	**Develops an initial understanding of bullying** 3-4.III.C.2.C
Develops increasing ability to engage in social problem solving 3-4.III.C.3	**a**	**Able to suggest a potential solution to social problems and with adult support is able to follow through** 3-4.III.C.3.A
Exhibits empathy by demonstrating care and concern for others 3-4.III.C.4	**a**	**Responds to the emotions of others with comforting words or actions** 3-4.III.C.4.A
Develops sense of identity and belonging through play 3-4.III.D.1	**a**	**Continues to play with preferred playmates** 3-4.III.D.1.A
Develops sense of identity and belonging through exploration and persistence 3-4.III.D.2	**a**	**Continues sustained independent play and participates in more planned group activities** 3-4.III.D.2.A
Develops sense of identity and belonging through routines, rituals and interactions 3-4.III.D.3	**a**	**Begins to show a willingness to be flexible if routines must change in minor ways** 3-4.III.D.3.A
Develops sense of self-awareness and independence 3-4.III.D.4	**a**	**Increasingly uses words to communicate needs and wants** 3-4.III.D.4.A
	b	**Begins to recognize preferences of others** 3-4.III.D.4.B
	c	**Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)** 3-4.III.D.4.C
	d	**Begins to identify self as part of a group (e.g., class or family)** 3-4.III.D.4.D

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LA **.ISTENING AND UNDERSTANDING** 3-4.IV.A

LITERACY DOMAIN 3-

4.IV	**B** SPEAKING 3-4.IV.B
	C VOCABULARY 3-4.IV.C
	D SENTENCES AND STRUCTURE 3-4.IV.D
	E CONVERSATION 3-4.IV.E
	F EMERGENT READING 3-4.IV.F
	G EMERGENT WRITING 3-4.IV.G
Demonstrates understanding when listening 3-4.IV.A.1	**a** Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal 3-4.IV.A.1.A
	b Shows understanding by answering factual questions and responding appropriately to what is said 3-4.IV.A.1.B
Increases knowledge through listening 3-4.IV.A.2	**a** Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection 3-4.IV.A.2.A
	b Observes simple aspects of child's world and responds and reacts 3-4.IV.A.2.B
Follows directions 3-4.IV.A.3	**a** Achieves mastery of one-step directions and usually follows two-step directions 3-4.IV.A.3.A
Speaks and is understood when speaking 3-4.IV.B.1	**a** Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors 3-4.IV.B.1.A
Shows an understanding of words and their meanings (receptive) 3-4.IV.C.1	**a** Begins to demonstrate understanding of age- appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings) 3-4.IV.C.1.A
	b Begins to understand the use of words in different context (including plurals and past tense in speech) 3-4.IV.C.1.B
Uses increased vocabulary to describe objects, actions and events (expressive) 3-4.IV.C.2	**a** Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words) 3-4.IV.C.2.A
	b Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name) 3-4.IV.C.2.B
Us Skip to main content **gra...**	**...roduces utterances of four to five units of meaning in length** 3-4.IV.D.1.A

conversations and increasingly complex phrases and sentences 3-4.IV.D.1	**b** Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”) 3-4.IV.D.1.B
Connects words, phrases and sentences to build ideas 3-4.IV.D.2	**a** Produces sentences or phrases of two to five words including subject/verb/object (e.g., “Suzy has cookies.” “My shirt’s got blue flowers.”) 3-4.IV.D.2.A
	b Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”) 3-4.IV.D.2.B
	c Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs) 3-4.IV.D.2.C
Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems 3-4.IV.E.1	**a** Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information 3-4.IV.E.1.A
Asks questions, and responds to adults and peers in a variety of settings 3-4.IV.E.2	**a** Asks and responds to increasingly longer and more complex sentences and simple questions 3-4.IV.E.2.A
Demonstrates understanding of the social conventions of communication and language use 3-4.IV.E.3	**a** Demonstrates awareness of nonverbal conversational rules 3-4.IV.E.3.A
	b Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation) 3-4.IV.E.3.B
	c Begins to match language to social and academic contexts (e.g., uses volume appropriate to context) 3-4.IV.E.3.C
Shows motivation for and appreciation of reading 3-4.IV.F.1	**a** Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others 3-4.IV.F.1.A
	b Begins to make real-world connections between stories and real-life experiences 3-4.IV.F.1.B
	c Interacts appropriately with books; pretends to read, holds book appropriately or picture reads 3-4.IV.F.1.C
	d Asks to be read to or asks the meaning of written text 3-4.IV.F.1.D

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	e Participates in conversations that demonstrate appreciation of printed materials 3-4.IV.F.1.E
Shows age-appropriate phonological awareness 3-4.IV.F.2	**a** Listens and matches rhythm, volume and pitch of rhymes, songs and chants 3-4.IV.F.2.A
Shows alphabetic and print knowledge 3-4.IV.F.3	**a** Recognizes that print conveys meaning 3-4.IV.F.3.A
	b Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named) 3-4.IV.F.3.B
	c Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name) 3-4.IV.F.3.C
Demonstrates comprehension of books read aloud 3-4.IV.F.4	**a** Retells or reenacts parts of a story after it is read aloud 3-4.IV.F.4.A
Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition 3-4.IV.G.1	**a** Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas 3-4.IV.G.1.A
MATHEMATICAL THINKING DOMAIN 3-4.V	**A** NUMBER SENSE 3-4.V.A
	B NUMBER AND OPERATIONS 3-4.V.B
	C PATTERNS 3-4.V.C
	D GEOMETRY 3-4.V.D
	E SPATIAL RELATIONS 3-4.V.E
	F MEASUREMENT AND DATA 3-4.V.F
Subitizes (immediately recognizes without counting) the number of objects in a set of four objects 3-4.V.A.1	**1** Subitizes (immediately recognizes without counting) the number of objects in a set of four objects 3-4.V.A.1
Co th	**ounts and identifies the number sequence “1 to 10”** 3-4.V.A.2

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to 10” 3-4.V.A.2	
Begins to demonstrate one-to-one correspondence up to 10 during daily routines 3-4.V.A.3	3 Begins to demonstrate one-to-one correspondence up to 10 during daily routines 3-4.V.A.3
Identifies the last number spoken tells “how many” up to five (cardinality) 3-4.V.A.4	4 Identifies the last number spoken tells “how many” up to five (cardinality) 3-4.V.A.4
Counts sets constructed by the teacher to five and beyond 3-4.V.A.5	5 Counts sets constructed by the teacher to five and beyond 3-4.V.A.5
Constructs and counts sets of one to five and beyond 3-4.V.A.6	6 Constructs and counts sets of one to five and beyond 3-4.V.A.6
Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems 3-4.V.B.1	1 Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems 3-4.V.B.1
Changes size of a set of up to five objects by combining and taking away 3-4.V.B.2	2 Changes size of a set of up to five objects by combining and taking away 3-4.V.B.2
Notices a pattern with a missing object and completes the pattern by filling in the missing object 3-4.V.C.1	1 Notices a pattern with a missing object and completes the pattern by filling in the missing object 3-4.V.C.1
Begins to duplicate a pattern from a model 3-4.V.C.2	2 Begins to duplicate a pattern from a model 3-4.V.C.2
Recognizes and names typ sq 4.\	1 Recognizes and names typical shapes (circle, square, triangle) 3-4.V.D.1

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Matches a wider variety of shapes and orientations 3-4.V.D.2	**2**	**Matches a wider variety of shapes and orientations** 3-4.V.D.2
Explores three dimensional shapes in the environment through play 3-4.V.D.3	**3**	**Explores three dimensional shapes in the environment through play** 3-4.V.D.3
Demonstrates an understanding of basic spatial directions through songs, finger plays and games 3-4.V.E.1	**1**	**Demonstrates an understanding of basic spatial directions through songs, finger plays and games** 3-4.V.E.1
Demonstrates directionality, order and position of objects by following simple directions 3-4.V.E.2	**2**	**Demonstrates directionality, order and position of objects by following simple directions** 3-4.V.E.2
Uses size words to label objects 3-4.V.F.1	**1**	**Uses size words to label objects** 3-4.V.F.1
Explores two objects by making direct comparisons in length, weight and size using a single attribute 3-4.V.F.2	**2**	**Explores two objects by making direct comparisons in length, weight and size using a single attribute** 3-4.V.F.2
Measures object attributes using a variety of standard and nonstandard tools with adult guidance 3-4.V.F.3	**3**	**Measures object attributes using a variety of standard and nonstandard tools with adult guidance** 3-4.V.F.3
Participates in group sorting and data collection 3-4.V.F.4	**4**	**Participates in group sorting and data collection** 3-4.V.F.4
SCIENTIFIC INQUIRY DC	**A**	**SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY** 3-4.VI.A
		.IFE SCIENCE 3-4.VI.B

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	C PHYSICAL SCIENCE 3-4.VI.C
	D EARTH AND SPACE SCIENCE 3-4.VI.D
	E ENVIRONMENT 3-4.VI.E
	F ENGINEERING AND TECHNOLOGY 3-4.VI.F
Uses senses to explore and understand their social and physical environment 3-4.VI.A.1	**a** Begins to identify each of the five senses and how they relate to the sense organs 3-4.VI.A.1.A
	b Uses senses to observe and experience objects and environment 3-4.VI.A.1.B
Uses tools in scientific inquiry 3-4.VI.A.2	**a** Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers) 3-4.VI.A.2.A
Uses understanding of causal relationships to act on social and physical environments 3-4.VI.A.3	**a** Makes simple predictions and reflects on what caused something to happen 3-4.VI.A.3.A
	b Participates in and discusses simple experiments 3-4.VI.A.3.B
	c Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects) 3-4.VI.A.3.C
Demonstrates knowledge related to living things and their environments 3-4.VI.B.1	**a** Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden) 3-4.VI.B.1.A
	b Begins to notice the similarities and differences among various living things 3-4.VI.B.1.B
	c Explores basic life cycles (e.g., plants grow from seeds and hatching eggs) 3-4.VI.B.1.C
	d Explores the differences between living and non-living things 3-4.VI.B.1.D
	e Explores the needs of living things (e.g., plants need water to grow and kids need food to grow) 3-4.VI.B.1.E
Demonstrates knowledge related to physical science 3-4.VI.C.1	**a** Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench) 3-4.VI.C.1.A
	b Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball) 3-4.VI.C.1.B
	c xplores and investigates the properties of toys and objects (e.g., relationship etween size and weight of blocks, what makes balls bounce) 3-4.VI.C.1.C

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	d Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects) 3-4.VI.C.1.D
Demonstrates knowledge related to the dynamic properties of earth and sky 3-4.VI.D.1	**a** Investigates and asks questions about the properties of water using adult- and child-directed activities 3-4.VI.D.1.A
	b Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities 3-4.VI.D.1.B
	c Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars) 3-4.VI.D.1.C
	d Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play 3-4.VI.D.1.D
	e Observes and discusses weather changes day to day 3-4.VI.D.1.E
Demonstrates awareness of relationship to people, objects and living/non-living things in their environment 3-4.VI.E.1	**a** Describes familiar people and objects in the environment 3-4.VI.E.1.A
	b Participates in activities to protect the environment 3-4.VI.E.1.B
Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures 3-4.VI.F.1	**a** Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence) 3-4.VI.F.1.A
	b Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers) 3-4.VI.F.1.B
	c Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower) 3-4.VI.F.1.C
SOCIAL STUDIES DOMAIN 3-4.VII	**A** CULTURE 3-4.VII.A
	B INDIVIDUAL DEVELOPMENT AND IDENTITY 3-4.VII.B
	C INDIVIDUALS AND GROUPS 3-4.VII.C
	D SPACES, PLACES AND ENVIRONMENTS 3-4.VII.D
	E TIME, CONTINUITY AND CHANGE 3-4.VII.E
	F GOVERNANCE, CIVIC IDEALS AND PRACTICES 3-4.VII.F

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	G ECONOMICS AND RESOURCES 3-4.VII.G
	H TECHNOLOGY AND OUR WORLD 3-4.VII.H
Begins to identify self as a member of a culture 3-4.VII.A.1	**1** Begins to identify self as a member of a culture 3-4.VII.A.1
Begins to understand everyone belongs to a culture 3-4.VII.A.2	**2** Begins to understand everyone belongs to a culture 3-4.VII.A.2
Explores culture of peers and families (classroom) 3-4.VII.A.3	**3** Explores culture of peers and families (classroom) 3-4.VII.A.3
Recognizes characteristics of self as an individual 3-4.VII.B.1	**1** Recognizes characteristics of self as an individual 3-4.VII.B.1
Recognizes the ways self is similar to and different from peers and others 3-4.VII.B.2	**2** Recognizes the ways self is similar to and different from peers and others 3-4.VII.B.2
Identifies self and others as part of a group 3-4.VII.C.1	**1** Identifies self and others as part of a group 3-4.VII.C.1
Identifies groups within a community 3-4.VII.C.2	**2** Identifies groups within a community 3-4.VII.C.2
Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community) 3-4.VII.C.3	**3** Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community) 3-4.VII.C.3
Exhibits emerging leadership skills and roles (e.g., line leader an 4.\	**4** Exhibits emerging leadership skills and roles (e.g., line leader and door holder) 3-4.VII.C.4

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Recognizes the relationship of personal space to surroundings 3-4.VII.D.1	**1 Recognizes the relationship of personal space to surroundings** 3-4.VII.D.1
Identifies own environment and other locations 3-4.VII.D.2	**2 Identifies own environment and other locations** 3-4.VII.D.2
Identifies basic physical characteristics (e.g., landmarks or land features) 3-4.VII.D.3	**3 Identifies basic physical characteristics (e.g., landmarks or land features)** 3-4.VII.D.3
Begins to use spatial words (e.g., far/close, over/under and up/down) 3-4.VII.D.4	**4 Begins to use spatial words (e.g., far/close, over/under and up/down)** 3-4.VII.D.4
Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS) 3-4.VII.D.5	**5 Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)** 3-4.VII.D.5
Recognizes sequence of events to establish a sense of order and time 3-4.VII.E.1	**1 Recognizes sequence of events to establish a sense of order and time** 3-4.VII.E.1
Explores changes that take place over time in the immediate environment 3-4.VII.E.2	**2 Explores changes that take place over time in the immediate environment** 3-4.VII.E.2
Begins to recognize and follow rules and expectations in varying settings 3-4.VII.F.1	**1 Begins to recognize and follow rules and expectations in varying settings** 3-4.VII.F.1
Begins to participate in problem solving and de	**2 Begins to participate in problem solving and decision making** 3-4.VII.F.2

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Begins to recognize national patriotic symbols (e.g., flag and eagle) 3-4.VII.F.3	**3 Begins to recognize national patriotic symbols (e.g., flag and eagle)** 3-4.VII.F.3
Begins to recognize the difference between wants and needs 3-4.VII.G.1	**1 Begins to recognize the difference between wants and needs** 3-4.VII.G.1
Recognizes familiar people who perform different occupations 3-4.VII.G.2	**2 Recognizes familiar people who perform different occupations** 3-4.VII.G.2
Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets) 3-4.VII.H.1	**1 Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)** 3-4.VII.H.1
CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN 3-4.VIII	**A SENSORY ART EXPERIENCE** 3-4.VIII.A **B MUSIC** 3-4.VIII.B **C CREATIVE MOVEMENT** 3-4.VIII.C **D IMAGINATIVE AND CREATIVE PLAY** 3-4.VIII.D **E APPRECIATION OF THE ARTS** 3-4.VIII.E
Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials 3-4.VIII.A.1	**1 Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials** 3-4.VIII.A.1
Engages in a variety of individual and group musical activities with more coordinated intention 3-4.VIII.B.1	**1 Engages in a variety of individual and group musical activities with more coordinated intention** 3-4.VIII.B.1

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Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching) 3-4.VIII.B.2	**2** **Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)** 3-4.VIII.B.2
Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge 3-4.VIII.C.1	**1** **Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge** 3-4.VIII.C.1
Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment 3-4.VIII.D.1	**1** **Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment** 3-4.VIII.D.1
Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others 3-4.VIII.E.1	**1** **Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others** 3-4.VIII.E.1