Little by Little

North Dakota Education Standards

EARLY LEARNING GUIDELINES AGES 3-5	Activity 1	Activity 2	Activity 3
Language and Literacy			
Listening and Comprehension			
1. Understand verbal, English and/or home language, and non-verbal, gestures, actions, and expressions, cues	x		x
2. Listen to understand and/or participate in stories, nonfiction, poetry, drama, rhymes, songs, directions, and conversations	x		
4. Listen to and recognize different sounds in speech	x		
5. Listen for a variety of purposes (e.g., to understand messages, to gain and share information, to perform a task, for enjoyment, to learn what happened in a story, to converse with an adult or peer)	x		
Speaking and Communicating			
1. Use words, in English and/or home language, or sounds and non-verbal cues, gestures, actions, and expressions, to communicate needs, ideas, experiences, and emotions	x		x
2. Use spoken language to express needs, opinions, and ideas	x		x
3. Participate in opportunities to speak, sing, act out, and recite (e.g., stories, songs, rhymes, fingerplays)	x		
4. Ask relevant why, what, when, where, and how questions to accomplish a variety of purposes	x		
Emergent Reading			
1. Understand that the sounds of language are represented by letters, words, and sentences	x		
4. Know that print and written symbols convey meaning	x		
7. Know that reading is valuable and enjoyable	x		x
9. Know the elements that compose a story (e.g., characters, plot (sequence of events), setting)	x		
10. Know the proper way to handle books (e.g., hold the book upright; turn pages from front to back, one at a time, returns to proper place when done)	x		
11. Predict story events or outcomes	x		
14. Understand that illustrations and pictures convey meaning	x		x
16. Use words and pictures to independently "read" a story	x		x
Mathematics and Logical Thinking			
Number Sense and Operations			
Demonstrate understanding of the pre-number concept of...			
a. Comparison (e.g., same/different)		x	
b. Matching (e.g., looks the same/like this color, shape, etc.)		x	
c. Classification (e.g., grouping by attribute(s)		x	
d. Patterns		x	
e. One-to-one correspondence (e.g., object pairing, each plate has a cup, each locker has coat)		x	
g. Spatial relationships (e.g., directionality, position in space)		x	

Reasoning 1. Begin to use mathematical vocabulary to express ideas mathematically (e.g., "If we add your two to my three we'll have five")	x	
2. Make predictions based upon observations and information (e.g., complete patterns, estimate, "You need __ more marbles to have six", verbalize own logic for Piaget's conservation tasks)	x	
3. Use simple strategies to mathematically solve problems (e.g., use one-to-one correspondence to pass out snack items, divides four cookies into two piles of two to share with friend)	x	
4. Begin to understand that problems often can be solved in more than one way	x	
5. Begin to compare and contrast solution strategies (e.g., counting on fingers, combining and separating sets/groups)	x	