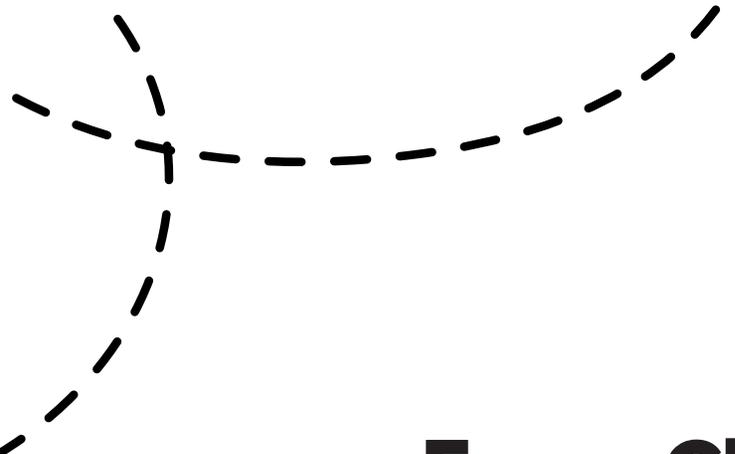


Every Child Ready Standards & Arizona Early Learning Standards Alignment



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**Every Child Ready Standards &
Arizona Early Learning Standards
Alignment**

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SOCIAL EMOTIONAL DEVELOPMENT

STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS

| Concept | Indicators | Every Child Ready Standard(s) |
|---|---|--|
| <p>1: Self-Awareness: The child demonstrates an awareness of self.</p> | <ul style="list-style-type: none"> a. Demonstrates self-confidence b. Makes personal preferences known to others. c. Demonstrates knowledge of self-identity/autonomy. d. Displays an awareness of similarities and differences between self and others. e. Demonstrates developmentally appropriate cultural curiosity and responsiveness | <p>IS.3.AA Responds to own name. IS.3.A With adult support, verbally or nonverbally identifies something about themselves. IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. IS.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others. IS.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. IS.4.B With adult prompts, compares their own characteristics and emotions to those of others. IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).</p> |
| <p>2: Recognizes and Expresses Feelings: The child recognizes and expresses feelings of self and others.</p> | <ul style="list-style-type: none"> a. Associates emotions with words, facial expressions, and body language. b. Identifies, describes, and expresses their own feelings. c. Identifies and describes feelings of others. d. Expresses feelings of satisfaction in independent activities e. Expresses empathy for others. | <p>IS.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. IS.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression. IS.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. IS.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. IS.1.D Independently verbally or nonverbally names and describes their own emotions. IS.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> |



SOCIAL EMOTIONAL DEVELOPMENT

STRAND 1: SELF-AWARENESS AND EMOTIONAL SKILLS

| Concept | Indicators | Every Child Ready Standard(s) |
|--|--|---|
| <p>3: Self-Regulation: The child manages the expression of feelings, thoughts, impulses, and behaviors.</p> | <ul style="list-style-type: none"> a. Understands and follows expectations in the learning environment. b. Adjusts behavior and adapts to transitions, daily routines, and unexpected events. c. Chooses appropriate words and actions. | <p>ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p> <p>ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p>ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.</p> <p>ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p> <p>ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p>ATL.7.A Participates in one- to two-step inhibition games and activities.</p> <p>ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p>ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.</p> |

SOCIAL EMOTIONAL DEVELOPMENT

STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS

| Concept | Indicators | Every Child Ready Standard(s) |
|---|--|---|
| <p>1. Attachment: The child demonstrates the ability to engage in and maintain secure relationships.</p> | <ul style="list-style-type: none"> a. Expresses interest, curiosity, and trust with familiar adults. b. Seeks support from familiar adults. c. Separates from familiar adult with minimal distress. | <p>IS.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>IS.5.A Engages with peers with teacher modeling and participates in organized group activities.</p> <p>IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>IS.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> |

SOCIAL EMOTIONAL DEVELOPMENT

STRAND 2: RELATIONSHIPS AND SOCIAL SKILLS

| Concept | Indicators | Every Child Ready Standard(s) |
|--|--|--|
| <p>2: Social Interactions: The child displays positive social behavior.</p> | <ul style="list-style-type: none"> a. Responds when adults or other children initiate interactions. b. Initiates and sustains positive interactions with adults and other children. c. Acknowledges someone's perspective by demonstrating positive ways to resolve conflict. | <p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). SOC.2.D Recognizes that people have different thoughts and opinions within a community. IS.5.A Engages with peers with teacher modeling and participates in organized group activities. IS.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). IS.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> |
| <p>3: Respect: The child has an increasing capacity to understand social boundaries about behavior and the environment.</p> | <ul style="list-style-type: none"> a. Respects the rights and property of others. b. Defends own rights and the rights of others. c. Shows respect for learning materials in the learning environment. | <p>ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities. ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). IS.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. IS.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.</p> |

APPROACHES TO LEARNING

STRAND 1: INITIATIVE AND CURIOSITY

| Concept | Indicators | Every Child Ready Standard(s) |
|---|---|---|
| <p>1: Initiative: The child demonstrates motivation, independence, and responsibility while participating in a range of activities and routines.</p> | <ul style="list-style-type: none"> a. Seeks interaction with others. b. Demonstrates independence during activities, routines, and play. c. Exhibits flexibility, imagination, and inventiveness when attempting tasks and activities. | <p>IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>IS.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>ATL.5.AA Stops preferred activities with one on one assistance or coregulation.</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p>ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> |
| <p>2: Curiosity: The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</p> | <ul style="list-style-type: none"> a. Shows interest in learning new things and trying new experiences. b. Expresses interest in people. c. Asks questions to get information. | <p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>ATL.3.C Asks questions and seeks clarity after attempting a challenging task.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>IS.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> |

APPROACHES TO LEARNING

STRAND 2: ATTENTIVENESS AND PERSISTENCE

| Concept | Indicators | Every Child Ready Standard(s) |
|--|--|---|
| <p>1: Attentiveness: The child demonstrates the ability to focus on an activity.</p> | <ul style="list-style-type: none"> a. Displays ability to pay attention when engaged in an activity. b. Sustains attention when engaged in an age-appropriate activity. c. Ability to return to activities after distractions and interruptions | <p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories. ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.6.D Refocuses attention to independent or group activity after minor distraction.</p> |
| <p>2: Persistence: The child demonstrates the ability to maintain and sustain a task.</p> | <ul style="list-style-type: none"> a. Pursues challenges. b. Copes with frustration or disappointment independently or with support. c. Establishes goals, generates plans, and follows through to completion. | <p>IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.6.D Refocuses attention to independent or group activity after minor distraction. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.</p> |

APPROACHES TO LEARNING

STRAND 3: CONFIDENCE AND RESILIENCE

| Concept | Indicators | Every Child Ready Standard(s) |
|---|--|---|
| <p>1: Confidence and Resilience: The child demonstrates self-assurance, motivation, and stamina in a variety of circumstances.</p> | <ul style="list-style-type: none"> a. Expresses opinions or ideas. b. Views self as competent and skilled. c. Is willing to take risks and consider a variety of alternatives. d. Demonstrates a mindset of resilience when approaching challenging tasks. | <p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. IS.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. ATL.8.D Creates and follows through with simple plans independently. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support. IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> |

APPROACHES TO LEARNING

STRAND 4: CREATIVITY

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|---|
| <p>1: Creativity: The child demonstrates the ability to express their own unique way of seeing the world.</p> | <ul style="list-style-type: none"> a. Uses imagination to generate innovative ideas. b. Displays curiosity and acknowledges others' perspectives. c. Engages in inventive social play. | <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p> |

APPROACHES TO LEARNING

STRAND 5: REASONING AND PROBLEM-SOLVING

| Concept | Indicators | Every Child Ready Standard(s) |
|---|---|---|
| <p>1: Reasoning: The child demonstrates the ability to think in a logical way.</p> | <ul style="list-style-type: none"> a. Gathers and analyzes information to reach a conclusion. b. Recognizes relationships between cause and effect. c. Connects prior experiences with new learning. | <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.</p> <p>SC-SP.3.C Draws conclusions on prior knowledge and recorded information.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p>ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p>IS.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p>IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p>SC-SP.3.C Draws conclusions on prior knowledge and recorded information.</p> |

APPROACHES TO LEARNING

STRAND 5: REASONING AND PROBLEM-SOLVING

| Concept | Indicators | Every Child Ready Standard(s) |
|---|---|--|
| <p>2: Problem-Solving: The child demonstrates their ability to focus energies on suitable solutions.</p> | <ul style="list-style-type: none"> a. Finds out what is wanted or needed. b. Defines the problem. c. Brainstorms and chooses a solution to try. d. Checks in to see if the solution worked. | <p>SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.</p> <p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p>ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p>IS.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p>IS.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>ATL.4.D Assesses or reflects upon activity or task outcome or product.</p> <p>IS.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> |



LANGUAGE AND LITERACY

STRAND 1: LANGUAGE

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|---|
| <p>1: Receptive Language Understanding: The child demonstrates understanding of directions, stories, conversations, and nonverbal cues.</p> | <ul style="list-style-type: none"> a. Demonstrates understanding of a variety of finger-plays, rhymes, chants and songs, poems, conversations, and stories. b. Engages actively in finger-plays, rhymes, chants and songs, poems, conversations, and stories. c. Demonstrates understanding and follows directions that involve one step, two steps, or multiple steps. | <p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. LL-LC.1.A Responds to simple requests, such as choosing between objects. LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." ATL.6.AA Follows along with and participates in songs, chants, and simple stories. LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. LL-LC.4.E Modifies conversations based on the context or listener.</p> |
| <p>2: Expressive Language and Communication Skills: The child uses verbal and nonverbal communication for a variety of purposes; to share observations, ideas, experiences, problem-solve, reason, predict, seek new information, and make connections.</p> | <ul style="list-style-type: none"> a. Communicates needs, wants, ideas, and feelings through three to five-word sentences. b. Speaks clearly and understandably to express ideas, feelings, and needs. c. Makes culturally relevant responses (both verbal and nonverbal) to questions and comments from others. d. Initiates, sustains, and expands conversations with peers and adults using open-ended responses. e. With modeling and support, child uses language that includes social rules; e.g., pragmatics, appropriate tone, volume, and inflection to express ideas, feelings, and needs. f. Uses culturally relevant responses such as eye contact, turn taking, and intonation while having conversations with adults and peers. g. Recognizes when the listener does not understand and varies the amount of information to clarify the message. h. With modeling and support, uses increasingly complex phrases and sentences. | <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. LL-LC.4.E Modifies conversations based on the context or listener. LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> |

LANGUAGE AND LITERACY

STRAND 1: LANGUAGE

| Concept | Indicators | Every Child Ready Standard(s) |
|--|--|--|
| <p>3: Vocabulary: The child understands and uses increasingly complex vocabulary.</p> | <ul style="list-style-type: none"> a. Uses rich vocabulary across many topic areas. b. Figures out the meanings of unfamiliar words and concepts using the context of conversations, pictures that accompany text, or concrete objects. c. Uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation. d. Demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, over, off, besides, behind. | <p>LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.</p> <p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns (“friendship”) and verbs (“love”).</p> <p>PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p>M-GS.3.A Demonstrates understanding of location terms (e.g., “in,” “on,” “under,” “over”) by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects.</p> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., “forward,” “backward,” “around,” “through,” “to,” “from,” “towards”) by using gestures or objects.</p> |

LANGUAGE AND LITERACY

STRAND 2: EMERGENT LITERACY

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|--|
| <p>1: Concepts of Print: The child knows that print carries messages.</p> | <ul style="list-style-type: none"> a. Identifies signs, symbols, and labels in a variety of environments (environmental print). b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read. c. Recognizes that letters are grouped to form words. d. Recognizes own written name and the written names of friends and family. e. Seeks information in printed materials. | <p>LL-BK.3.AA Identifies familiar images or logos in environmental print.</p> <p>LL-BK.3.A Demonstrates understanding that print has meaning.</p> <p>LL-BK.3.B Distinguishes between print and images in books and in the environment.</p> <p>LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p> <p>LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.</p> <p>LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).</p> <p>LL-AK.1.AA Identifies the first letter in their name.</p> <p>LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p>LL-NC.5.B Recognizes that informational texts are a source of information.</p> |

LANGUAGE AND LITERACY

STRAND 2: EMERGENT LITERACY

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|---|
| <p>2: Book Handling Skills: The child demonstrates how to handle books appropriately and with care.</p> | <ul style="list-style-type: none"> a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. b. Identifies where in the book to begin reading. c. Understands a book has a title, author, and/or illustrator. | <p>LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. LL-BK.1.D Looks at books independently or with peers. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p> |
| <p>3: Phonological Awareness: The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).</p> | <ul style="list-style-type: none"> a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). b. Identifies rhyming words. c. Produces rhyming words. d. Recognizes spoken words that begin with the same sound. e. Hears and shows awareness of separate words within spoken phrases or sentences. f. Identifies and discriminates syllables in words. g. Combines onset and rime to form a familiar one-syllable word with and without pictorial support. | <p>LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally. LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally. LL-PA.2.D Blends the syllables in two- to three-syllable words. LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). LL-PA.5.AA Participates in onset-rime activities with teachers. LL-PA.5.D Blends onset-rimes to form familiar CVC words. LL-PA.6.D Blends three phonemes in familiar CVC words.</p> |

LANGUAGE AND LITERACY

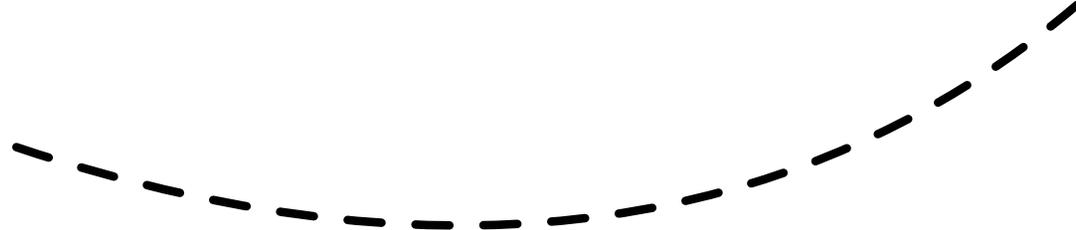
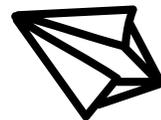
STRAND 2: EMERGENT LITERACY

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|---|
| <p>4: Alphabet Knowledge: The child demonstrates knowledge of the alphabet. Child identifies letters of the alphabet and produces correct sounds associated with several letters.</p> | <ul style="list-style-type: none"> a. Discriminates letters from other shapes and symbols. b. Matches and recognizes similarities and differences in letters, with modeling and support. c. Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends. d. Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper. e. Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters. | <p>LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters. LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters. LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name. LL-AK.1.AA Identifies the first letter in their name. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.</p> |
| <p>5: Comprehension and Text Structure: The child demonstrates an understanding of narrative structure through storytelling, questioning, and recall.</p> | <ul style="list-style-type: none"> a. Takes an active role in reading activities. b. Identifies characters and major events in a story. c. Asks and answers a variety of questions about books or stories told or read aloud. d. Draws connections between story events and personal experiences. e. Identifies events and details in the story and makes predictions. f. Gives an opinion for liking or disliking a book or story. g. Begins to demonstrate an understanding of the differences between fiction and non-fiction. h. Identifies the topic of informational text that has been read aloud. i. Retells or reenacts a story in sequence with pictures or props. j. Demonstrates reading fluency by use of phrasing, intonation, and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes, or other repetitious or predictable texts. | <p>LL-NC.1.A Identifies and describes the main character in a story. LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. LL-NC.5.B Recognizes that informational texts are a source of information. LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p> |

LANGUAGE AND LITERACY

STRAND 3: EMERGENT WRITING

| Concept | Indicators | Every Child Ready Standard(s) |
|---|--|---|
| <p>1: Writing Processes and Writing Applications: Children engage in a variety of writing activities and begin to convey meaning through their increasingly sophisticated marks. Children write to communicate ideas and to convey meaning. These skills include the understanding of print, the development of motor skills, and the generation of ideas.</p> | <ul style="list-style-type: none"> a. In writing process, uses a variety of writing tools, materials, and surfaces to create drawings or symbols. b. Writes own name using letter-like forms or conventional print. c. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes. d. Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and writing utensil). e. Organizes writing from left to right, indicating a print awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks. | <p>LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.</p> <p>LL-WR.3.A When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>PD.3.AA Uses crayons or markers with some coordination.</p> <p>LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage.</p> <p>LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> |



MATHEMATICS

STRAND 1: COUNTING AND CARDINALITY

| Concept | Indicators | Every Child Ready Standard(s) |
|--|--|---|
| <p>1: Counts Out Loud: The child counts out loud and uses number words in daily conversations.</p> | <ul style="list-style-type: none"> a. Shows interest in and awareness of counting. b. Rote counts zero to ten and beyond with increasing accuracy. | <p>M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory. M-NC.1.E Says number words in order from 1–20 from memory. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> |
| <p>2: Knows Number Names and Symbols: The child identifies numerals and uses number words in daily activities.</p> | <ul style="list-style-type: none"> a. Uses numerals and number symbols in the context of daily routines, activities, and play. b. Uses and creates symbols to represent numbers. c. Uses a variety of materials (i.e. clay, sand, shaving cream) to write and form numerals and numeral-like symbols. d. Identifies numerals zero to ten. e. Differentiates some written numerals from written letters. | <p>M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10. M-NC.5.D Says the names of numerals 0–10 shown in random order. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> |
| <p>3: Compares Numbers and Quantities: The child applies a range of strategies such as matching or counting to compare sets of objects.</p> | <ul style="list-style-type: none"> a. Compares two sets of objects using terms such as greater than, less than, or equal to. | <p>M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same. M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category. M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers “Did more people bike or walk to school?” or “Which column has fewer responses?”</p> |

MATHEMATICS

STRAND 1: COUNTING AND CARDINALITY

| Concept | Indicators | Every Child Ready Standard(s) |
|---|---|---|
| <p>4: Counts to Tell Number of Objects: The child uses number words and counting to identify quantity.</p> | <ul style="list-style-type: none"> a. Identifies quantities of three to five objects without counting using visual approximation (Subitize). b. Demonstrates the ability to match object to object in a group (One-to-one correspondence). c. Counts groups of objects using a number word for each object (Rational counting). d. Counts a collection of up to ten items using the last counting word to tell, "How many?" (Cardinality) e. Matches numerals to quantities using manipulatives. | <p>M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3. M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.</p> |

MATHEMATICS

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

| Concept | Indicators | Every Child Ready Standard(s) |
|---|--|---|
| <p>1: Explores Addition and Subtraction: The child recognizes addition as adding to and subtraction as taking away from.</p> | <ul style="list-style-type: none"> a. Recognizes that adding increases the number of objects in a group. b. Describes changes in two or more sets of objects when they are combined. c. Recognizes that taking away (subtracting) decreases the number of objects in a group d. Describes changes in a set of objects when they are separated into parts. e. Counts on from the larger number for addition. | <p>M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. M-NC.7.C Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7. M-NC.7.D Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10. M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set. M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left. M-NC.8.C Counts a set of 1–7 objects. Takes objects away and counts how many are left. M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.</p> |

MATHEMATICS

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

| Concept | Indicators | Every Child Ready Standard(s) |
|---|--|---|
| <p>2: Patterning: The child recognizes, fixes, duplicates, extends, describes, and creates patterns.</p> | <ul style="list-style-type: none"> a. Recognizes patterns in the real world. b. Fixes simple patterns. c. Duplicates simple patterns. d. Extends patterns. e. Creates patterns. f. Describes similarities and differences in patterns. | <p>M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns. M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns. M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).</p> |

MATHEMATICS

STRAND 3: MEASUREMENT AND DATA

| Concept | Indicators | Every Child Ready Standard(s) |
|---|---|--|
| <p>1: Sorts and Classifies: The child sorts and groups objects by a variety of attributes.</p> | <ul style="list-style-type: none"> a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use). b. Explains how items were sorted into groups. | <p>M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category. M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. LL-LC.2.C Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> |

MATHEMATICS

STRAND 3: MEASUREMENT AND DATA

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|--|
| <p>2: Data Analysis: With prompting and support the child collects, organizes, displays, and describes relevant data.</p> | <ul style="list-style-type: none"> a. Asks questions to gather measurable data. b. Displays data to answer simple questions about themselves or the environment. c. Uses descriptive language to compare data in picture graphs or other concrete representations. d. Analyzes data from charts and graphs to answer questions. | <p>M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).</p> <p>M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).</p> <p>M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes).</p> <p>M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.</p> <p>M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.</p> <p>M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> |
| <p>3: Measures: The child uses measurement to describe and compare objects in the environment.</p> | <ul style="list-style-type: none"> a. Compares objects and uses terms (e.g. lighter-heavier, hotter-colder, and faster-slower). b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes. c. Uses various standard measuring tools for simple measuring tasks. d. Orders objects by measurable attributes. e. Uses appropriate vocabulary to describe time and sequence related to daily routines (e.g. tomorrow, yesterday, next, this morning). | <p>M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.</p> <p>M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p> <p>M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p>M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p> <p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p>M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p> <p>M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>SOC.5.D Describes how people and things change over time and will continue to change into the future.</p> <p>SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p> |

MATHEMATICS

STRAND 4: GEOMETRY

| Concept | Indicators | Every Child Ready Standard(s) |
|---|---|--|
| <p>1. Shapes: The child recognizes names and describes common shapes and their properties.</p> | <ul style="list-style-type: none"> a. Recognizes basic two-dimensional shapes when presented in different orientations. b. Uses the names of geometric shapes when describing objects found in the environment. c. Creates two-dimensional shapes during play. d. Creates three-dimensional (solid) shapes during play. e. Compares, describes, analyzes, and sorts two- and three- dimensional objects in the environment using formal and informal mathematical language with prompting and support based on their attributes. | <p>M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p>M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.</p> <p>M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.</p> <p>M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.</p> <p>M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.</p> <p>M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like “sides,” “corners,” “curve.”</p> <p>M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.</p> <p>M-M.1.B Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less”), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects.</p> |
| <p>2: Spatial Reasoning: The child uses and demonstrates an understanding of positional terms.</p> | <ul style="list-style-type: none"> a. Uses and responds to spatial language (e.g., between, inside, under, above, behind). b. Describes the relative position or location of objects in relation to self or to other objects with mathematical precision. | <p>M-GS.3.A Demonstrates understanding of location terms (e.g., “in,” “on,” “under,” “over”) by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., “beside,” “between,” “above,” “below”) by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects.</p> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., “forward,” “backward,” “around,” “through,” “to,” “from,” “towards”) by using gestures or objects.</p> <p>M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.</p> |

SCIENCE

STRAND 1: SCIENTIFIC INQUIRY AND APPLICATION

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|--|
| <p>1: Exploration, Observations, and Hypotheses: The child observes, explores, and interacts with materials, others, and the environment.</p> | <ul style="list-style-type: none"> a. Exhibits curiosity about objects, living things, and other natural events in the environment. b. Identifies attributes of objects, living things, and natural events in the environment. c. Describes changes in objects, living things, and natural events in the environment. d. Begins to describe the similarities, differences and relationships between objects, living things and natural events. e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment. | <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>SC-LES.1.A Identifies different elements of nature, such as rocks, water, air and leaves.</p> <p>SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.</p> <p>SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars.</p> <p>SC-LES.4.A Identifies various animals.</p> <p>SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> |
| <p>2: Investigation: The child researches their own predictions and the ideas of others through active exploration and experimentation.</p> | <ul style="list-style-type: none"> a. Uses a variety of tools and materials to investigate. b. Makes predictions and researches hypotheses through active investigation. c. Adjusts their approach if results are different than expected and continues testing. d. Persists with an investigation. | <p>SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p>SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p>SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.</p> <p>SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>IS.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.</p> <p>SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.</p> |

SCIENCE

STRAND 1: SCIENTIFIC INQUIRY AND APPLICATION

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|---|
| <p>3: Analysis and Conclusion: The child analyzes data (their observations and background knowledge) and forms conclusions about their investigation.</p> | <ul style="list-style-type: none"> a. Uses a variety of materials to record and organize data. b. Identifies cause and effect relationships. c. Constructs theories to explain their investigations. | <p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data. SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups. SC-SP.1.B Observes and describes cause and effect. SC-SP.3.C Draws conclusions on prior knowledge and recorded information. SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. ATL.4.D Assesses or reflects upon activity or task outcome or product.</p> |
| <p>4: Communication: The child discusses, communicates, and reflects upon the scientific investigation and its findings.</p> | <ul style="list-style-type: none"> a. Displays and interprets data. b. Presents their scientific ideas in a variety of ways. c. Conducts further investigation based on prior experience and information gained. | <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper. SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. ATL.8.D Creates and follows through with simple plans independently.</p> |

SOCIAL STUDIES

STRAND 1: FAMILY

| Concept | Indicators | Every Child Ready Standard(s) |
|---|--|---|
| <p>1. Understand Family: The child demonstrates an understanding of families and the roles and responsibilities of being a family member</p> | <ul style="list-style-type: none"> a. Views self in relationship to others in a family. b. Identifies family members (e.g., mother, father, sister, brother, grandparents, and other important people in the child's life). c. Describes/discusses own cultural or familial traditions. d. Identifies similarities and differences in their family composition and the families of others such as blended, foster, and other family structures. e. Develops an awareness of their personal and family history. f. Shows knowledge of family members' roles and responsibilities in the home. | <p>SOC.1.A Understands family relationships in relation to self. SOC.1.B Discusses the activities or celebrations that their family does together. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.5.B Begins to sequence past and present experiences using visual supports. IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> |

SOCIAL STUDIES

STRAND 2: COMMUNITY

| Concept | Indicators | Every Child Ready Standard(s) |
|---|--|--|
| <p>1: Understands Community: The child recognizes that they are part of a family and larger community with other people and that they can accept and appreciate diverse people and experiences</p> | <ul style="list-style-type: none"> a. Recognizes that places where people live are made up of individuals who may be from different cultures, perspectives, and backgrounds and who speak different languages. b. Identifies, discusses, and asks questions about similarities and differences in other people in their community. c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community. | <p>SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.D Recognizes that people have different thoughts and opinions within a community. IS.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. IS.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> |

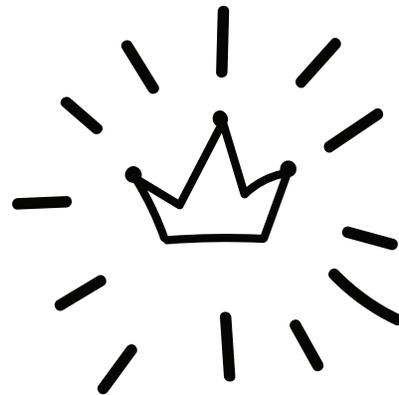
SOCIAL STUDIES
STRAND 2: COMMUNITY

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|--|
| <p>2: Rights, Responsibilities, and Roles within Community: The child demonstrates a sense of belonging to the community and contributes to its care.</p> | <ul style="list-style-type: none"> a. Demonstrates responsible behaviors. b. Recognizes that people rely on others for economics, goods, and services (e.g., farm goods, mail delivery, safety, health care). c. Seeks opportunities for leadership. d. Describes the purpose of rules. e. Recognizes that people have wants and must make choices because resources and materials are limited. f. Describes their role at home, at school, and in the community. | <p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p>SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more."</p> <p>SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p> <p>IS.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p>ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> |
| <p>3: Environment: The child demonstrates awareness of locations within and around their community and of the environment.</p> | <ul style="list-style-type: none"> a. Describes directionality and/or location within the community. b. Describes some physical features of the environment in which she lives (e.g., buildings and natural elements like mountains and weather). c. Recognizes that people share the environment with other people, plants, and animals. d. Shows an understanding of how to care for the indoor and outdoor environment. | <p>SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p> <p>SOC.4.B Recognizes and describes common geographical features within their region.</p> <p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p>SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> |

SOCIAL STUDIES

STRAND 3: HISTORY AND EVENTS

| Concept | Indicators | Every Child Ready Standard(s) |
|---|---|--|
| <p>1: Understands Time – Past, Present, and Future: The child demonstrates an awareness of time and sequence of events in their daily lives.</p> | <ul style="list-style-type: none">a. Demonstrates an understanding of time in the context of daily experiences.b. Understands that events happened in the past and how these events relate to one's self, family, and community.c. Communicates time and sequence vocabulary (e.g., before, after, during, later, first, last, yesterday, tomorrow, today) to describe relevant history and events. | <p>SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p>SOC.5.B Begins to sequence past and present experiences using visual supports.</p> <p>SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p>SOC.5.D Describes how people and things change over time and will continue to change into the future.</p> <p>M-M.2.A Sequences up to two to four steps in a familiar daily routine.</p> <p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p> <p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p>M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p> <p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> |



PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY

STRAND 1: PHYSICAL DEVELOPMENT

| Concept | Indicators | Every Child Ready Standard(s) |
|---|---|---|
| <p>1: Gross Motor Development: The child moves with maturing, fundamental movement skills.</p> | <ul style="list-style-type: none"> a. Moves with maturing balance skills. b. Moves with maturing locomotor skills (e.g., walks, runs, skips, jumps, gallops, hops, slides, leaps). c. Moves with maturing coordination (e.g., reach, grasp, throw, catch). d. Demonstrates an understanding of movement concepts including body awareness, spatial awareness, and directional awareness. | <p>PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects.</p> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., “forward,” “backward,” “around,” “through,” “to,” “from,” “towards”) by using gestures or objects.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p>PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p>M-GS.3.A Demonstrates understanding of location terms (e.g., “in,” “on,” “under,” “over”) by using gestures or objects.</p> |
| <p>2: Fine Motor Development: The child uses fingers, hands, and wrists to manipulate tools and materials.</p> | <ul style="list-style-type: none"> a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paintbrushes, scissors, pencils, silverware). b. Uses eye-hand coordination to perform simple tasks. c. Manipulates smaller objects, tools, and instruments that require wrist and squeezing motions. d. Uses fine motor skills in daily living. | <p>PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p> <p>PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp.</p> <p>C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p>C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> |

PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY

STRAND 2: HEALTH

| Concept | Indicators | Every Child Ready Standard(s) |
|---|--|--|
| <p>1: Personal Health and Hygiene Practices: Child demonstrates knowledge of personal health practices and routines and understands the functions of body parts.</p> | <ul style="list-style-type: none"> a. Demonstrates hygiene practices and personal care tasks with increasing independence. b. Demonstrates healthy nutrition practices: c. Demonstrates active physical play and rest. d. Demonstrates emerging knowledge of wellness. e. Demonstrates emerging knowledge of oral health. | <p>PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> |

PHYSICAL DEVELOPMENT, HEALTH, AND SAFETY

STRAND 3: SAFETY

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|---|
| <p>1: Safety and Injury Prevention: Child demonstrates knowledge of personal safety practices and routines.</p> | <ul style="list-style-type: none"> a. Identifies and follows basic safety rules with guidance and support (e.g., sun safety, animal and plant safety, outdoor and indoor safety). b. Identifies basic signs and symbols that indicate danger (e.g., stop sign, poison, exit, flammable, slippery when wet, railroad crossing). c. Demonstrates transportation and street safety practices. d. Enforces personal boundaries (safety, self-advocacy, and boundary awareness). | <p>PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate. PD.6.C Independently follows safety procedures. PD.6.D Understands and describes the importance of safety procedures.</p> |

FINE ARTS

STRAND 1: VISUAL ARTS

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|---|
| <p>1: Improvises and Connects with Visual Arts: The child uses a wide variety of materials, media, tools and digital tools, techniques, and processes to explore, create, respond to, and connect with visual arts.</p> | <ul style="list-style-type: none"> a. Creates their own original works using a variety of materials/ media, tools, and techniques (e.g., materials/media, such as, paper, digital drawing application, sand, clay). b. Represents creative choices, ideas, experiences, and feelings with details that connect to personal meaning. c. Engages in two- and three-dimensional artistic investigations. d. Describes and communicates an understanding of their work and the artwork of others. | <p>C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. C-ARTS.5.C Recognizes and discusses differences in artistic creations. M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> |

FINE ARTS

STRAND 2: MUSIC

| Concept | Indicators | Every Child Ready Standard(s) |
|--|---|--|
| <p>1: Creates and Connects with Musical Concepts and Expressions: The child uses a wide variety of instruments, media, and tools, techniques, and music to explore and connect.</p> | <ul style="list-style-type: none"> a. Experiments with a variety of instruments, vocalizations, sounds. b. Sings to familiar rhymes, songs, and chants. c. Uses familiar songs, rhymes, or chants to create their own musical improvisations. d. Responds to different styles of music, (e.g., rock, classical, jazz, spirituals, Hawaiian, reggae, Native American, gospel, bluegrass, lullabies, marches, and country music), and music representative of a variety of cultures. e. Describes and communicates an understanding of music in the contexts of daily experiences. | <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.4.E Creates and performs original music or songs for others. C-ARTS.5.C Recognizes and discusses differences in artistic creations. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> |

FINE ARTS

STRAND 3: CREATIVE MOVEMENT AND DANCE

| Concept | Indicators | Every Child Ready Standard(s) |
|---|---|--|
| <p>1: Creates and Connects with Creative Movement and Dance: The child uses a wide variety of movement, expressions, media and tools, and techniques, to explore and connect with their own bodies within space.</p> | <ul style="list-style-type: none"> a. Experiments with a variety of movements. b. Dances and moves to rhymes, songs, and chants. c. Responds with movement to various sensory stimuli. d. Describes and communicates an understanding of movement and dance in the contexts of daily experiences. | <p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p> <p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.</p> <p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>C-ARTS.1.AA Moves body spontaneously to music.</p> <p>C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p>ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> |

FINE ARTS

STRAND 4: DRAMATIC PLAY

| Concept | Indicators | Every Child Ready Standard(s) |
|---|---|--|
| <p>1: Creates and Connects with Dramatic Activities: The child uses the portrayal of events, characters, or stories through acting and using props and language to explore, create, and connect.</p> | <ul style="list-style-type: none"> a. Assumes roles from daily activities using a variety of props. b. Takes on more than one dramatic play role at a time. c. Pretends an object exists without using a prop. d. Dramatizes familiar stories. e. Adds details and expresses original ideas in dramatic play situations. | <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> |



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