

Every Child Ready Standards & Arkansas Child Development and Early Learning Standards Alignment



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SOCIAL AND EMOTIONAL DEVELOPMENT

SE1. RELATIONSHIPS WITH OTHERS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>SE1.1 Forms trusting relationships with nurturing adults</p>	<p>Participates in longer back-and-forth interactions with adults to share experiences; imitates adults' actions; communicates ideas; seeks assistance; and engages in role play, games, or other activities</p>	<p>N/A</p>	<p>Interactions</p>	<p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. 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. ATL.1.D Carries out familiar roles during individual or collaborative role-play. ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. 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>SE1.1 Forms trusting relationships with nurturing adults</p>	<p>Takes greater initiative in social interactions and begins to show interest in familiar adults' feelings, preferences, and well-being</p>		<p>Interactions</p>	<p>SOC.2.AA Shows interest in a variety of familiar community members. 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. ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult. ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p>
<p>SE1.1 Forms trusting relationships with nurturing adults</p>	<p>Separates from primary caregivers with minimal distress when with other familiar and trusted adults*</p>		<p>Attachment Relationships</p>	<p>SE.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. ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.</p>



SOCIAL AND EMOTIONAL DEVELOPMENT

SE1. RELATIONSHIPS WITH OTHERS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
SE1.2 Interacts with peers	Shows preferences for certain playmates and develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time		Develops Friendships	<p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>SE.5.A Engages with peers with teacher modeling and participates in organized group activities.</p> <p>SE.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>SE.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>
SE1.2 Interacts with peers	Participates in associative play (playing independently but engaging in the same activity as other children, sometimes interacting through talking or sharing toys)	N/A	Stages of Play	<p>SE.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.</p> <p>ATL.2.A Engages in activities next to peers using shared materials (parallel play).</p> <p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p>
SE1.2 Interacts with peers	Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal)		Stages of Play	<p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-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>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p>SE.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>

SOCIAL AND EMOTIONAL DEVELOPMENT

SE1. RELATIONSHIPS WITH OTHERS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
SE1.2 Interacts with peers	Shows increasing understanding and demonstration of social skills such as turn-taking, initiating and joining in group play situations, and solving social conflict with adult guidance		Social Skills	<p>SE.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>SE.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>SE.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>SE.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.</p> <p>SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p> <p>SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
SE2.1 Experiences, expresses, and regulates a range of emotions	Uses words, signs, other communication methods, and pretend play to express basic emotions as well as more complex, self-conscious emotions (e.g., pride, embarrassment, shame, guilt), with increasing awareness of their effects on others		Emotion Expression	<p>SE.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.</p> <p>SE.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.</p> <p>SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p>SE.1.D Independently verbally or nonverbally names and describes their own emotions.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>SE2.1 Experiences, expresses, and regulates a range of emotions</p>	<p>Shows increasing ability to constructively express emotions or alter emotional expression based on social context and cultural norms*</p>		<p>Emotion Expression</p>	<p>SE.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. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. SE.1.D Independently verbally or nonverbally names and describes their own emotions. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p>
<p>SE2.1 Experiences, expresses, and regulates a range of emotions</p>	<p>Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)</p>		<p>Emotion Regulation</p>	<p>SE.2.B Accepts offers of adult assistance to engage in coregulation. SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p>
<p>SE2.2 Interprets and responds to the feelings of others</p>	<p>Responds sympathetically to others' distress with increased initiative and understanding that each person has their own specific needs (e.g., gets a peer's blanket from their cubby when child notices peer is sad)</p>		<p>Empathy</p>	<p>SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. SE.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.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
SE2.2 Interprets and responds to the feelings of others	Recognizes and labels emotional reactions based on facial expressions, body language, and tone with increasing accuracy and precision		Emotion Understanding	<p>SE.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.</p> <p>SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p>SE.1.D Independently verbally or nonverbally names and describes their own emotions.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p>
SE2.2 Interprets and responds to the feelings of others	Makes predictions and identifies causes and consequences of others' emotional reactions with increasing accuracy (e.g., says, "I think the bears will feel scared when they find Goldilocks in their house"; "When I get home from school my little sister is so excited to see me she jumps up and down")		Emotion Understanding	<p>SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p> <p>SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p> <p>SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p>SE.1.E Identifies that they can have different emotions about the same situation.</p> <p>ATL.g.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>

SOCIAL AND EMOTIONAL DEVELOPMENT

SE3. SELF-AWARENESS AND SELF-CONCEPT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
SE3.1 Shows awareness of self as unique individual	Uses first-person pronouns (e.g., me, I) and own name to refer to themselves and shows growing understanding of "mine" and "not mine"	N/A	Sense of Identity	<p>SE.3.AA Responds to own name.</p> <p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

SE3. SELF-AWARENESS AND SELF-CONCEPT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
SE3.1 Shows awareness of self as unique individual	Recognizes similarities and differences in their own and others' personal characteristics (e.g., communicates that a peers' hair color is different than their own, labels self as boy or girl)	N/A	Characteristics of Self and Others	<p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.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.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p>
SE3.1 Shows awareness of self as unique individual	Shows increased understanding that others have different interests, thoughts, beliefs, ideas, feelings, and abilities and differentiates themselves from others (e.g., "I'm a fast runner," "No one else in my family likes fish, but I do")		Characteristics of Self and Others	<p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.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.</p> <p>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p> <p>SE.1.E Identifies that they can have different emotions about the same situation.</p> <p>SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>

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SE3. SELF-AWARENESS AND SELF-CONCEPT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
SE3.1 Shows awareness of self as unique individual	Communicates preferences and interests and shows increasing ability to explain their likes and dislikes (e.g., "I don't like bananas" and later, "I like carrots because they're crunchy.")		Preferences	<p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p>PD.5.B Demonstrates understanding of types of foods and preferences.</p> <p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p>
SE3.2 Demonstrates competence and confidence	Shows increasing confidence and competence in growing abilities by attempting to perform self-care activities without adult assistance (e.g., dressing self, pouring own juice)* and by selecting more challenging activities (e.g., choosing more difficult puzzles)		Self-Confidence	<p>PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>SE.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.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p>
SE3.2 Demonstrates competence and confidence	N/A	Describes own physical characteristics, behavior, abilities, gender, and ethnic identity positively	Self-Confidence	<p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.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.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>SOC.1.B Discusses the activities or celebrations that their family does together.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p>

COGNITIVE DEVELOPMENT

CD1. APPROACHES TO LEARNING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>CD1.1 Shows curiosity and a willingness to try new things</p>	<p>Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults</p>		<p>Exploration & Investigation</p>	<p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.</p>
<p>CD1.1 Shows curiosity and a willingness to try new things</p>	<p>Asks increasingly complex questions, beginning with basic “wh-” questions related to the immediate world around them (e.g., “What is this?” “Why is it blue?”). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., “When is lunch?”; “How do clouds get in the sky?”)</p>		<p>Exploration & Investigation</p>	<p>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. SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. SC-SP.1.D Formulates own science-oriented questions based on observations.</p>
<p>CD1.1 Shows curiosity and a willingness to try new things</p>	<p>Demonstrates interest in exploring new experiences or materials with increasing willingness to participate in new activities or experiences, even if the child perceives them as challenging</p>		<p>Interest in New Experiences</p>	<p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities. ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. 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.</p>

COGNITIVE DEVELOPMENT

CD1. APPROACHES TO LEARNING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CD1.2 Shows persistence in approaching tasks	Practices an activity many times with increasing independence to learn new skills and build mastery (e.g., chooses the same puzzle every day until they are able to assemble each piece quickly and easily)		Determination	<p>ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p>ATL.4.D Assesses or reflects upon activity or task outcome or product.</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</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>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.</p>
CD1.2 Shows persistence in approaching tasks	Persists in activities for longer periods of time and shows increasing tendency to engage in tasks from start-to-finish (e.g., insists on finishing a drawing before going outside, wants to continue building structure until all blocks are used) and later in this age range seeks to return to an activity after having been away from it in order to complete the task		Task Completion	<p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).</p> <p>ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p>ATL.6.D Refocuses attention to independent or group activity after minor distraction.</p> <p>ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).</p> <p>ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.</p> <p>ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.</p> <p>ATL.8.D Creates and follows through with simple plans independently.</p>
CD1.2 Shows persistence in approaching tasks	Persists with adult encouragement and support even when presented with challenges (e.g., continues trying to build tall block tower even when some pieces fall; tries again to write name after running out of space on paper or recognizing a mistake)		Acceptance of Challenges	<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>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>

COGNITIVE DEVELOPMENT

CD2. EXECUTIVE FUNCTION

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CD2.1 Focuses and sustains attention	Maintains focus and attention for longer periods of time with increasing independence and ability to ignore distractions and resume task after interruptions*		Attention & Engagement	<p>ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).</p> <p>ATL.6.D Refocuses attention to independent or group activity after minor distraction.</p>
CD2.1 Focuses and sustains attention	Focuses on something specific while ignoring irrelevant information (selective attention) with increasing skill (e.g., counts only yellow bears in a group that includes bears of other colors; carries on a conversation despite loud background noise on the playground)		Selective Attention	<p>ATL.6.D Refocuses attention to independent or group activity after minor distraction.</p> <p>ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).</p>
CD2.1 Focuses and sustains attention	Shifts focus among various aspects of an object, activity, or story (e.g., recognizes two objects are alike because they are the same color, then recognizes that one of them is like another object because it is the same shape; talks about specific aspects of a story)		Selective Attention	<p>M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroupes according to a different attribute.</p> <p>M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.</p> <p>LL-NC.1.C Identifies and answers questions about events in a story.</p> <p>LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.</p> <p>LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</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>

COGNITIVE DEVELOPMENT

CD2. EXECUTIVE FUNCTION

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CD2.1 Focuses and sustains attention	Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching (e.g., engages in a different activity when preferred activity is unavailable; with support focuses on a book after a difficult separation from caregiver)		Selective Attention	<p>ATL.5.AA Stops preferred activities with one on one assistance or coregulation.</p> <p>ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.</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>
CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts	Shows increasing ability to flexibly shift between roles or use props in multiple ways (e.g., pretends to be the dad and the pet dog, using different voices and actions for each character; uses a paper plate as a steering wheel and then later as a bus driver's hat)		Flexible Thinking	<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>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p> <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.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p>
CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts	Transitions from one activity to the next (e.g., moving from center time to snack time) with increasing independence and ability to adjust to changes in routine when necessary with support and advance notice from adults		Adjusting Behavior to Match Context	<p>ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.</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>

COGNITIVE DEVELOPMENT

CD2. EXECUTIVE FUNCTION

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts	Applies different rules in different contexts with decreasing need for reminders (e.g., takes shoes off at home, but not at school; runs and uses "outside voice" when on playground, but uses "walking feet" and "inside voice" in classroom; if a dual language learner, speaks in home language or English based on whom they are talking to)		Adjusting Behavior to Match Context	<p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>LL-LC.4.E Modifies conversations based on the context or listener.</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>
CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts	N/A	Flexibly shifts between directions during an activity or game (e.g., usually performs actions at appropriate times during "Simon Says"; sorts objects by color and then by shape when prompted)	Adjusting Behavior to Match Context	<p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</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>
CD2.3 Regulates impulses and behaviors	Shows increasing control over impulsive actions, words, and behaviors with adult support (e.g., walks around instead of through a puddle when directed; avoids imitating negative behavior of peer with adult support; requests turn with a toy rather than grabbing it)		Impulse Control	<p>ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.</p> <p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>SE.2.E Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.</p>
CD2.3 Regulates impulses and behaviors	Shows increasing understanding of phrases like "later" and "after lunch" and ability to comply with requests that involve waiting (e.g., "Eat your snack and then we'll play with cars.")	N/A	Delay of Gratification	<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.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.</p> <p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p>

COGNITIVE DEVELOPMENT

CD2. EXECUTIVE FUNCTION

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CD2.3 Regulates impulses and behaviors	Shows increasing ability to delay gratification (e.g., raises hand and waits to be called on during small group time; waits until end of birthday song to eat special snack; waits until there is space at a center to select an activity)		Delay of Gratification	<p>ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.</p> <p>SE.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>SE.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>
CD2.4 Holds and manipulates information in memory	Shows increasing skill in memory games (e.g., recalls an increasing number of items removed from view in games like "What's Missing"; plays simple memory matching card games)		Short-Term & Working Memory	<p>ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).</p> <p>ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).</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.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p>
CD2.4 Holds and manipulates information in memory	Remembers and communicates about recent events (e.g., what happened earlier in the day; what has just happened in a story being read)	N/A	Short-Term & Working Memory	<p>ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).</p> <p>SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p>M-M.2.AA Demonstrates understanding of familiar daily routines.</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>

COGNITIVE DEVELOPMENT

CD2. EXECUTIVE FUNCTION

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CD2.4 Holds and manipulates information in memory	Remembers and follows two-step directions (e.g., "Put all the crayons in the basket, then put the basket on the shelf"; "Touch your nose, then touch your ear") with decreasing need for adult support	N/A	Short-Term & Working Memory	ATL.7.A Participates in one- to two-step inhibition games and activities. ATL.7.B Independently follows two- to three-step verbal adult directions. 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.
CD2.4 Holds and manipulates information in memory	Remembers and follows multi-step directions (e.g., "Push in your chair, throw away your trash, and then join us for circle time"; follows a sequence of actions for a song such as jumping, then clapping, then turning around) with decreasing need for adult support		Short-Term & Working Memory	LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. ATL.7.B Independently follows two- to three-step verbal adult directions.
CD2.4 Holds and manipulates information in memory	Remembers and processes multiple pieces of information before responding (e.g., considers two or more options before making a choice; remembers response to teacher's question long enough to respond after waiting for peers to share their comments)		Short-Term & Working Memory	ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). 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). 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). LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.

COGNITIVE DEVELOPMENT

CD2. EXECUTIVE FUNCTION

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CD2.4 Holds and manipulates information in memory	Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (e.g., sings along with familiar song and performs accompanying actions)	N/A	Long-Term Memory	<p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</p> <p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like “Twinkle, Twinkle Little Star.”</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.B Sings a variety of songs within children’s vocal range, independently and with others.</p> <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>
CD2.4 Holds and manipulates information in memory	Imitates actions or behaviors that were observed at an earlier time (e.g., uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard; divides markers into “fair share” groups after observing teacher do this the day before)		Long-Term Memory	<p>ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).</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.1.D Carries out familiar roles during individual or collaborative role-play.</p>
CD2.4 Holds and manipulates information in memory	Tells some details about stories or personal experiences with adult support and modeling	N/A	Long-Term Memory	<p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>LL-NC.4.B Tells a two-event personal narrative using simple phrases.</p> <p>LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.</p> <p>LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p>

COGNITIVE DEVELOPMENT

CD2. EXECUTIVE FUNCTION

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CD2.4 Holds and manipulates information in memory	Remembers past experiences or familiar stories with increasing ability to independently and accurately recall details and retell events in sequence		Long-Term Memory	<p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>LL-NC.4.B Tells a two-event personal narrative using simple phrases.</p> <p>LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p>

COGNITIVE DEVELOPMENT

CD3. LOGIC AND REASONING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CD3.1 Uses reasoning and planning ahead to solve problems and reach goals	Uses a variety of strategies to solve problems, such as trial-and-error, applying knowledge from previous experience, asking for help, or using objects as tools (e.g., using an object to reach something under a shelf)		Problem Solving	<p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</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>SE.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>SE.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> <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>

COGNITIVE DEVELOPMENT

CD3. LOGIC AND REASONING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CD3.1 Uses reasoning and planning ahead to solve problems and reach goals	Generates new approaches or changes plans if a better alternative is thought of or suggested (e.g., decides to build block structure on hard surface after it keeps falling down on the thick rug; accepts suggestion to use tape instead of glue to affix small leaves to a piece of paper)		Problem Solving	<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>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p>ATL.8.D Creates and follows through with simple plans independently.</p> <p>ATL.8.E Plans simple steps for future activity goal.</p>
CD3.1 Uses reasoning and planning ahead to solve problems and reach goals	Talks out loud to self (self-talk) during play (e.g., says "I need all the red pieces. Here's another one... doesn't fit...turn it this way" while putting together a puzzle; "I'm the mommy, so I'm going to feed the baby then go to work" while playing alone in the dramatic play area)		Planning	<p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.</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.8.C With adult support, creates a goal for an activity and follows a simple plan.</p> <p>ATL.8.D Creates and follows through with simple plans independently.</p> <p>ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p>
CD3.1 Uses reasoning and planning ahead to solve problems and reach goals	Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems (e.g., assigns roles in dramatic play; gathers materials to complete an art project; says "Tell me when you're finished at the computer so I can have a turn.")		Planning	<p>ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.</p> <p>ATL.8.D Creates and follows through with simple plans independently.</p> <p>ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</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>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</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>SE.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> <p>ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.</p>

COGNITIVE DEVELOPMENT

CD3. LOGIC AND REASONING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CD3.2 Engages in symbolic and abstract thinking	Uses familiar objects to represent something else (object substitution; e.g., uses a block as a pretend phone) and acts out routines, stories, or social roles alone or with peers	N/A	Pretend Play	<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>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.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>
CD3.2 Engages in symbolic and abstract thinking	Uses language or imaginary props to stand in for objects (e.g., mimes holding a phone; says "Let's pretend I gave you a ticket for the bus") and engages in increasingly complex, longer play scenarios, assigning or assuming roles and discussing and planning actions		Pretend Play	<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>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.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>
CD3.2 Engages in symbolic and abstract thinking	Shows awareness that symbols (e.g., sign, icon, drawing) have meaning and understands that print carries a message	N/A	Symbolic Representation	<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>M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.</p> <p>LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.</p>

COGNITIVE DEVELOPMENT

CD3. LOGIC AND REASONING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>CD3.2 Engages in symbolic and abstract thinking</p>	<p>Uses drawing, emergent writing of numbers and letters, movement, and other constructions (e.g., art projects) to represent ideas or feelings</p>		<p>Symbolic Representation</p>	<p>LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.4.E Creates and performs original music or songs for others.</p>
<p>CD3.2 Engages in symbolic and abstract thinking</p>	<p>N/A</p>	<p>With adult support and prompting, engages in thinking that goes beyond the “here and now” (e.g., discusses details in a story that are not shown in an illustration, begins to understand explanations of events they have not directly experienced)</p>	<p>Abstract Thinking</p>	<p>LL-NC.2.C Uses events from the book to make a prediction about what might happen next. LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text. LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters’ actions. 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). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p>

PHYSICAL DEVELOPMENT AND HEALTH

PH1. GROSS MOTOR

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>PH1.1 Demonstrates locomotor skills</p>	<p>Moves with control, avoiding obstacles and people while moving (e.g., moves through obstacle course, steers wheelchair into small spaces; stops at intended location when running)</p>		<p>Traveling</p>	<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. PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. 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. 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. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. 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>PH1.1 Demonstrates locomotor skills</p>	<p>Walks and runs with balance but may move unevenly (e.g., one arm may pump more) and has relatively wide space between feet</p>	<p>N/A</p>	<p>Traveling</p>	<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. 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>PH1.1 Demonstrates locomotor skills</p>	<p>Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet</p>		<p>Traveling</p>	<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. 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>

PHYSICAL DEVELOPMENT AND HEALTH

PH1. GROSS MOTOR

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
PH1.1 Demonstrates locomotor skills	Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements		Climbing	<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>
PH1.1 Demonstrates locomotor skills	Shows increasing ability to coordinate complex movements (e.g., galloping, sliding, hopping, and later skipping and leaping) smoothly and with ease		Complex Movement	<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.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</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>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>

PHYSICAL DEVELOPMENT AND HEALTH

PH1. GROSS MOTOR

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>PH1.2 Shows stability and balance</p>	<p>Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly (e.g., carries a toy while walking, gets in and out of a chair, squats to pick up toys, “freezes” while running)</p>	<p>N/A</p>	<p>Core Stability</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>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>PH1.2 Shows stability and balance</p>	<p>Coordinates increasingly complex movements while maintaining core stability (e.g., holds body upright while moving wheelchair forward, sits on and steers tricycle or other ride-on toy)</p>		<p>Core Stability</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>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>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p>

PHYSICAL DEVELOPMENT AND HEALTH

PH1. GROSS MOTOR

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>PH1.2 Shows stability and balance</p>	<p>Balances (e.g., on beam or sandbox edge or while standing on one leg) for progressively longer periods of time with increasing stability and independence</p>		<p>Core Stability</p>	<p>PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. 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. 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. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. 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>PH1.2 Shows stability and balance</p>	<p>Shows increasing competence in jumping for height (e.g., up and down, off a low step) and distance (e.g., jumps over objects, jumps forward), with increasing ability to use two-footed takeoff and landing with arm swing</p>		<p>Jumping, Hopping & Leaping</p>	<p>PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. 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. 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>

PHYSICAL DEVELOPMENT AND HEALTH

PH1. GROSS MOTOR

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>PH1.2 Shows stability and balance</p>	<p>Hops and leaps with increasing skill and control (e.g., hops forward on one foot without losing balance, leaps over a "river" made from two ropes taking off with one foot and landing on the other)</p>		<p>Jumping, Hopping & Leaping</p>	<p>PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. 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. 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. LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.</p>
<p>PH1.2 Shows stability and balance</p>	<p>Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms, showing increased ability to visually track objects in space</p>	<p>N/A</p>	<p>Catching</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. 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>PH1.3 Demonstrates gross-motor manipulative skills</p>	<p>N/A</p>	<p>Catches balls or other objects of any size with both hands, with arms bent</p>	<p>Catching</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. 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>

PHYSICAL DEVELOPMENT AND HEALTH

PH1. GROSS MOTOR

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>PH1.3 Demonstrates gross-motor manipulative skills</p>	<p>Tosses or throws balls or other objects (e.g., beanbag) with increasing control of direction, aim, and speed</p>	<p>N/A</p>	<p>Throwing</p>	<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. 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. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. 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>PH1.3 Demonstrates gross-motor manipulative skills</p>	<p>N/A</p>	<p>Tosses or throws balls or other objects with increased accuracy and force, stepping forward with the leg opposite the throwing arm and following through</p>	<p>Throwing</p>	<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. 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. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. 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>PH1.3 Demonstrates gross-motor manipulative skills</p>	<p>Strikes a stationary ball or other object (e.g., hits beach ball with a short-handled paddle) with increasing follow through and accurate aim</p>		<p>Striking</p>	<p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. 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>

PHYSICAL DEVELOPMENT AND HEALTH

PH1. GROSS MOTOR

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>PH1.3 Demonstrates gross-motor manipulative skills</p>	<p>Kicks with increased control and range of movement, progressing from kicking a stationary ball from a standing position to stepping or running up to it</p>	<p>N/A</p>	<p>Kicking</p>	<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.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>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>PH1.3 Demonstrates gross-motor manipulative skills</p>	<p>N/A</p>	<p>Kicks moving ball while running, tracking ball visually and using full leg swing with arms moving in opposition to the legs</p>	<p>Kicking</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>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.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>

PHYSICAL DEVELOPMENT AND HEALTH

PH2. FINE MOTOR

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>PH2.1 Demonstrates fine-motor strength, control, and coordination</p>	<p>Shows increasing refinement in hand-eye coordination (e.g., "Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)</p>		<p>Hand-Eye Coordination</p>	<p>LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. 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. 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. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p>
<p>PH2.1 Demonstrates fine-motor strength, control, and coordination</p>	<p>Handles smaller blocks, puzzle pieces, and manipulatives (e.g., works puzzles of up to 10 pieces, builds structures using small Legos® or blocks, arranges small pegs in pegboard, strings small beads)</p>		<p>Grasp and Manipulation</p>	<p>PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination. 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. 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. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p>
<p>PH2.1 Demonstrates fine-motor strength, control, and coordination</p>	<p>Manipulates a variety of fasteners with increasing skill, such as buttons, zippers, laces, and buckles</p>	<p>N/A</p>	<p>Grasp and Manipulation</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. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p>

PHYSICAL DEVELOPMENT AND HEALTH

PH2. FINE MOTOR

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
PH2.1 Demonstrates fine-motor strength, control, and coordination	N/A	Manipulates more complex fasteners (e.g., threads belt through loop on pants, attempts to tie shoes)	Grasp and Manipulation	<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.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p>
PH2.2 Adjusts grasp and coordinates movements to use tools	Uses eating utensils with increasing competence, including spearing food with a fork and cutting food with a butter knife*		Utensils	<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.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p>
PH2.2 Adjusts grasp and coordinates movements to use tools	Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper, to make a variety of lines and shapes (e.g., circles, crosses, triangles), letter- and numeral-like forms, and some letters and numerals		Writing & Drawing Tools	<p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>
PH2.2 Adjusts grasp and coordinates movements to use tools	Snips paper with child safety scissors with increasing ability to make changes in the direction of cutting to cut out simple shapes like circles (though may not be perfectly round)	N/A	Scissors	<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>

PHYSICAL DEVELOPMENT AND HEALTH

PH2. FINE MOTOR

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>PH2.2 Adjusts grasp and coordinates movements to use tools</p>	<p>N/A</p>	<p>Uses correct scissors grip and holds paper with one hand to cut along a straight line and cut out simple shapes and pictures</p>	<p>Scissors</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. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p>
<p>PH2.2 Adjusts grasp and coordinates movements to use tools</p>	<p>Adjusts grasp to use different tools for different purposes (e.g., digs with shovel in sandbox, uses turkey baster at water table, scoops flour during food experiences) and uses increasingly complex tools such as stapler, hole punch, tape dispenser</p>		<p>Variety of Tools</p>	<p>PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination. PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. 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. 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. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.</p>

PHYSICAL DEVELOPMENT AND HEALTH

PH3. HEALTH AND WELL-BEING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices	Shows a willingness to taste new foods (e.g., will take at least one bite of a new food, though may need to be offered several times) and expresses preferences about foods	N/A	Exploration of Food Experiences	PD.5.AA Uses senses to experience a variety of food during mealtimes. PD.5.B Demonstrates understanding of types of foods and preferences.
PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices	Engages in basic cooking tasks during food experiences or in dramatic play scenarios (e.g., stirring ingredients in a bowl; setting plates out for snack; cutting with a plastic knife; scooping and measuring, spreading, sprinkling or mashing)		Exploration of Food Experiences	PD.5.AA Uses senses to experience a variety of food during mealtimes. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices	Names an increasing variety of foods, begins to ask questions about where food comes from, and later makes connections among food items (e.g., calls an apple and a pear "fruit"; after working in the garden, notices that carrots and potatoes both grow in the ground)		Food Knowledge	PD.5.A Recognizes and identifies a variety of different foods. PD.5.B Demonstrates understanding of types of foods and preferences. PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices	Shows increasing awareness of healthy and unhealthy foods; demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy, and makes choices about foods, sometimes based on whether the food is nutritious		Food Knowledge	PD.5.B Demonstrates understanding of types of foods and preferences. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. PD.5.A Recognizes and identifies a variety of different foods. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy. PD.5.AA Uses senses to experience a variety of food during mealtimes.

PHYSICAL DEVELOPMENT AND HEALTH

PH3. HEALTH AND WELL-BEING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
PH3.2 Shows awareness of safe behavior	Identifies, avoids, and alerts others to danger and seeks and accepts adults' help in potentially unsafe situations (e.g., alerts teacher to a broken fence part, calls for help from the top of the play structure when needs assistance getting down, reminds another child to go down the slide feet first)		Awareness of Safe Behavior and Signals of Danger	<p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p> <p>PD.6.D Understands and describes the importance of safety procedures.</p> <p>PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>
PH3.2 Shows awareness of safe behavior	Follows basic safety rules, practices, and routines with adult guidance and support (e.g., holds on to rope with knots or loops when moving with group from indoors to outdoors, keeps a safe distance from the swings when reminded)	N/A	Understanding of Safety Rules and Practices	<p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p> <p>ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.</p>
PH3.2 Shows awareness of safe behavior	N/A	Demonstrates knowledge of and ability to follow safety rules and routines with increased independence (e.g., most of the time remembers to put on a helmet before riding a tricycle; lines up when fire alarm goes off and when class is outside says to a peer, "Now the teacher's going to call names to make sure we're all here.")	Understanding of Safety Rules and Practices	<p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p> <p>PD.6.D Understands and describes the importance of safety procedures.</p> <p>PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p>ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.</p>

PHYSICAL DEVELOPMENT AND HEALTH

PH3. HEALTH AND WELL-BEING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>PH3.3 Engages in a variety of developmentally appropriate physical activities</p>	<p>Sustains physical activity (e.g., games, dances, running, other movement activities) for increasing periods of time without tiring*</p>		<p>Participation in Physical Activity</p>	<p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. 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. C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement. ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).</p>
<p>PH3.3 Engages in a variety of developmentally appropriate physical activities</p>	<p>Initiates or engages in a variety of increasingly complex physical activities (e.g., pedals a tricycle; jumps in and out of hula hoops; completes an obstacle course that requires climbing, rolling, and crawling)</p>		<p>Participation in Physical Activity</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. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. 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. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p>
<p>PH3.3 Engages in a variety of developmentally appropriate physical activities</p>	<p>Shows increasing understanding of the physical benefits of exercise (e.g., "Running is good for my body," "Mom said helping her carry in groceries made my arm muscles stronger")</p>		<p>Knowledge of Benefits of Physical Activity</p>	<p>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.4.E Understands and describes the importance of self-care and hygiene routines. SC-SP.3.C Draws conclusions on prior knowledge and recorded information. SC-SP.1.B Observes and describes cause and effect.</p>

PHYSICAL DEVELOPMENT AND HEALTH

PH3. HEALTH AND WELL-BEING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
PH3.4 Takes appropriate actions to meet basic needs*	Communicates with increasing specificity and detail to get needs met (e.g., says "My tummy hurts," "I need help reaching my toothbrush") and later may communicate about specific health needs (e.g., "I can't have peanuts because they make me sick")		Communicating Needs	<p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p>PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.</p> <p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p> <p>SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p>
PH3.4 Takes appropriate actions to meet basic needs*	Shows increasing responsibility for personal self-care routines (e.g., handwashing, toothbrushing, toileting, dressing and undressing) with some support from adults		Personal Care Routines	<p>PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.</p> <p>PD.4.A With teacher guidance, follows self-care and hygiene routines.</p> <p>PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p>
PH3.4 Takes appropriate actions to meet basic needs*	Demonstrates increasing understanding of how, when, and why personal care routines are completed (e.g., washes hands after handling classroom pet when reminded by teacher; says "I need my hat so I don't get sunburned.")		Personal Care Routines	<p>PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>ATL.4.D Assesses or reflects upon activity or task outcome or product.</p>
PH3.4 Takes appropriate actions to meet basic needs*	Engages in health habits (e.g., blows nose, throws away tissue, and washes hands; covers mouth with arm when coughing and washes hands, uses drinking fountain without touching spout with mouth) with decreasing need for adult support, guidance, and modeling		Health Habits	<p>PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.</p> <p>PD.4.A With teacher guidance, follows self-care and hygiene routines.</p> <p>PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p>

LANGUAGE DEVELOPMENT

LD1. RECEPTIVE LANGUAGE

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>LD1.1 Understands and responds to language (in child's home language)*</p>	<p>Understands an increasing number of words for objects (nouns), actions (verbs), and characteristics (adjectives) encountered in real and symbolic contexts* (e.g., when playing "doctor" brings another child a stethoscope when he or she asks for it)</p>		<p>Vocabulary & Language Comprehension</p>	<p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. 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-LC.1.A Responds to simple requests, such as choosing between objects. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. 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>LD1.1 Understands and responds to language (in child's home language)*</p>	<p>Responds to increasingly complex "Who," "What," "Why," and "Where" questions</p>		<p>Vocabulary & Language Comprehension</p>	<p>LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. 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. 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.</p>
<p>LD1.1 Understands and responds to language (in child's home language)*</p>	<p>Follows one- or two-step directions that involve familiar experiences or objects (e.g., "Pick up the ball and roll it to me," or "Dame la mano" ["Give me your hand" in Spanish for dual language learners])</p>	<p>N/A</p>	<p>Follows Directions</p>	<p>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. ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). ATL.7.A Participates in one- to two-step inhibition games and activities. LL-LC.1.A Responds to simple requests, such as choosing between objects.</p>

LANGUAGE DEVELOPMENT

LD1. RECEPTIVE LANGUAGE

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
LD1.1 Understands and responds to language (in child's home language)*	Follows increasingly more detailed, multi-step directions (e.g., "Please put away your markers, put your picture in your cubby, and join us on the carpet")		Follows Directions	<p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p> <p>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.</p> <p>LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p>ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).</p> <p>ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.</p>

LANGUAGE DEVELOPMENT

LD2. EXPRESSIVE LANGUAGE

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)*	Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions		Expressive Vocabulary	<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>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by 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>

LANGUAGE DEVELOPMENT

LD2. EXPRESSIVE LANGUAGE

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)*</p>	<p>Tells increasingly detailed stories about other times and places, with increasing accuracy in use of past and future tenses</p>		<p>Grammar & Sentence Structure</p>	<p>LL-NC.4.B Tells a two-event personal narrative using simple phrases. LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics. LLL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence. LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details. SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p>
<p>LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)*</p>	<p>Uses increasingly longer (i.e., at least four to six word sentences) that are increasingly complex (i.e., combining two or three phrases* in a sentence)</p>		<p>Grammar & Sentence Structure</p>	<p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof"). 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.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p>

LANGUAGE DEVELOPMENT

LD2. EXPRESSIVE LANGUAGE

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)*</p>	<p>Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words</p>		<p>Clarity of Communication</p>	<p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p> <p>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.</p> <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p>LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p>

LANGUAGE DEVELOPMENT

LD3. COMMUNICATION SKILLS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>LD3.1 Communicates using social and conversational rules</p>	<p>Engages in back-and-forth conversations of increasing duration (two to five conversational exchanges**), with increasing ability to extend conversations by asking questions, making comments related to the topic, and later in this age range, engages in a wider variety of conversational topics</p>		<p>Conversations</p>	<p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>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> <p>LL-LC.4.E Modifies conversations based on the context or listener.</p>

LANGUAGE DEVELOPMENT

LD3. COMMUNICATION SKILLS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
LD3.1 Communicates using social and conversational rules	With support and reminders, uses social rules of language*** with increasing consistency and ability to apply rules in both familiar and unfamiliar settings		Social Rules of Language	<p>LL-LC.4.E Modifies conversations based on the context or listener.</p> <p>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> <p>SE.5.A Engages with peers with teacher modeling and participates in organized group activities.</p> <p>SE.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>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>

LANGUAGE DEVELOPMENT

LD4. ENGLISH LANGUAGE DEVELOPMENT

Learning Goal	Indicators Mid-Stage English Language Development	Indicators Late-Stage English Language Development	Strand	Every Child Ready Standard(s)
LD4.1 Demonstrates progress in attending to, understanding, and responding to English	Responds to simple, commonly used words and phrases when accompanied by gestures and other supports	N/A	English Language Development	<p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p> <p>LL-LC.1.A Responds to simple requests, such as choosing between objects.</p> <p>LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.</p> <p>LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p>ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.</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>

LANGUAGE DEVELOPMENT

LD4. ENGLISH LANGUAGE DEVELOPMENT

Learning Goal	Indicators Mid-Stage English Language Development	Indicators Late-Stage English Language Development	Strand	Every Child Ready Standard(s)
<p>LD4.1 Demonstrates progress in attending to, understanding, and responding to English</p>	<p>Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</p>		<p>English Language Development</p>	<p>LL-LC.1.A Responds to simple requests, such as choosing between objects. LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p>
<p>LD4.1 Demonstrates progress in attending to, understanding, and responding to English</p>	<p>Demonstrates an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)</p>	<p>N/A</p>	<p>English Language Development</p>	<p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p>
<p>LD4.1 Demonstrates progress in attending to, understanding, and responding to English</p>	<p>N/A</p>	<p>Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</p>	<p>English Language Development</p>	<p>LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p>

LANGUAGE DEVELOPMENT

LD4. ENGLISH LANGUAGE DEVELOPMENT

Learning Goal	Indicators Mid-Stage English Language Development	Indicators Late-Stage English Language Development	Strand	Every Child Ready Standard(s)
<p>LD4.1 Demonstrates progress in attending to, understanding, and responding to English</p>	<p>Responds appropriately to requests in English that involve one-step directions (e.g., "clean up") when personally directed by others (these requests may occur with or without contextual cues)</p>	<p>N/A</p>	<p>English Language Development</p>	<p>LL-LC.1.A Responds to simple requests, such as choosing between objects. ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). ATL.7.A Participates in one- to two-step inhibition games and activities. LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p>
<p>LD4.1 Demonstrates progress in attending to, understanding, and responding to English</p>	<p>N/A</p>	<p>Demonstrates an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)</p>	<p>English Language Development</p>	<p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). ATL.7.A Participates in one- to two-step inhibition games and activities. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. SE.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. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p>
<p>LD4.1 Demonstrates progress in attending to, understanding, and responding to English</p>	<p>N/A</p>	<p>Follows directions that involve a one- or two-step sequence, relying less on contextual cues</p>	<p>English Language Development</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). ATL.7.A Participates in one- to two-step inhibition games and activities. ATL.7.B Independently follows two- to three-step verbal adult directions. 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.</p>

LANGUAGE DEVELOPMENT

LD4. ENGLISH LANGUAGE DEVELOPMENT

Learning Goal	Indicators Mid-Stage English Language Development	Indicators Late-Stage English Language Development	Strand	Every Child Ready Standard(s)
<p>LD4.1 Demonstrates progress in attending to, understanding, and responding to English</p>	<p>Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</p>		<p>Home Language Development</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). ATL.7.A Participates in one- to two-step inhibition games and activities. ATL.7.B Independently follows two- to three-step verbal adult directions. 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.</p>
<p>LD4.2 Demonstrates progress in speaking and expressing self in English</p>	<p>Combines nonverbal with some verbal communication to be understood by others</p>	<p>N/A</p>	<p>English Language Development</p>	<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.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment. LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>
<p>LD4.2 Demonstrates progress in speaking and expressing self in English</p>	<p>N/A</p>	<p>Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes</p>	<p>English Language Development</p>	<p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. LL-LC.1.A Responds to simple requests, such as choosing between objects. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses. LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>
<p>LD4.2 Demonstrates progress in speaking and expressing self in English</p>	<p>Engages in codeswitching* during conversations</p>	<p>N/A</p>	<p>English Language Development</p>	<p>LL-LC.4.E Modifies conversations based on the context or listener.</p>

LANGUAGE DEVELOPMENT

LD4. ENGLISH LANGUAGE DEVELOPMENT

Learning Goal	Indicators Mid-Stage English Language Development	Indicators Late-Stage English Language Development	Strand	Every Child Ready Standard(s)
LD4.2 Demonstrates progress in speaking and expressing self in English	N/A	Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	English Language Development	<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>
LD4.2 Demonstrates progress in speaking and expressing self in English	Uses telegraphic speech**	N/A	English Language Development	<p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p>LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p>LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p>
LD4.2 Demonstrates progress in speaking and expressing self in English	N/A	Sustains a conversation in English with increasingly complex syntax, adding conjunctions, adjectives, adverbs, subject-verb-object patterns, and other more advanced elements of English sentence construction	English Language Development	<p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>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> <p>LL-LC.4.E Modifies conversations based on the context or listener.</p> <p>LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").</p> <p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p>

LANGUAGE DEVELOPMENT

LD4. ENGLISH LANGUAGE DEVELOPMENT

Learning Goal	Indicators Mid-Stage English Language Development	Indicators Late-Stage English Language Development	Strand	Every Child Ready Standard(s)
LD4.2 Demonstrates progress in speaking and expressing self in English	Uses formulaic speech (expressions that are learned whole, e.g., "I don't know")	N/A	English Language Development	<p>LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.</p> <p>LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p>
LD4.2 Demonstrates progress in speaking and expressing self in English	N/A	Expands use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors	English Language Development	<p>LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").</p> <p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p>
LD4.2 Demonstrates progress in speaking and expressing self in English	Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns	N/A	English Language Development	<p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p>LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.</p> <p>LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p>
LD4.2 Demonstrates progress in speaking and expressing self in English	N/A	"Uses "what," "why," "how," "when," and "where" questions in more complete forms in English, sometimes with mistakes"	English Language Development	<p>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.</p> <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>

LANGUAGE DEVELOPMENT

LD4. ENGLISH LANGUAGE DEVELOPMENT

Learning Goal	Indicators Mid-Stage English Language Development	Indicators Late-Stage English Language Development	Strand	Every Child Ready Standard(s)
<p>LD4.2 Demonstrates progress in speaking and expressing self in English</p>	<p>Converses with others in English using two or three words at a time but switches back and forth between English and their home language</p>	<p>N/A</p>	<p>English Language Development</p>	<p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence. 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>
<p>LD4.2 Demonstrates progress in speaking and expressing self in English</p>	<p>Uses some English grammatical markers (e.g., "-ing" or the plural-forming "-s") and applies at times the rules of grammar of the home language to English</p>	<p>N/A</p>	<p>English Language Development</p>	<p>LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball"). LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p>
<p>LD4.2 Demonstrates progress in speaking and expressing self in English</p>	<p>Uses "what" and "why" questions in English, sometimes with errors</p>	<p>N/A</p>	<p>English Language Development</p>	<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.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.</p>

LANGUAGE DEVELOPMENT

LD4. ENGLISH LANGUAGE DEVELOPMENT

Learning Goal	Indicators Mid-Stage English Language Development	Indicators Late-Stage English Language Development	Strand	Every Child Ready Standard(s)
<p>LD4.2 Demonstrates progress in speaking and expressing self in English</p>	<p>Uses age-appropriate vocabulary and grammar in the home language</p>		<p>Home Language Development</p>	<p>LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment. LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions. LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns (“friendship”) and verbs (“love”).</p>
<p>LD4.2 Demonstrates progress in speaking and expressing self in English</p>	<p>Listens to and converses in age appropriate way in home language</p>		<p>Home Language Development</p>	<p>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>
<p>LD4.2 Demonstrates progress in speaking and expressing self in English</p>	<p>Asks a variety of age-appropriate questions (e.g., “what,” “why,” “how,” “when,” and “where”) in home language</p>		<p>Home Language Development</p>	<p>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.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>

EMERGENT LITERACY

EL1. ENAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>EL1.1 Shows interest in literacy experiences</p>	<p>Participates in and actively seeks out a variety of literacy experiences such as telling and listening to stories, singing and saying rhymes, engaging with writing materials, and incorporating books or other print into play</p>		<p>Engagement in Literacy Experiences</p>	<p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-BK.1.D Looks at books independently or with peers. ATL.6.AA Follows along with and participates in songs, chants, and simple stories. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p>
<p>EL1.1 Shows interest in literacy experiences</p>	<p>Shows interest in an increasing variety of types of stories and texts (e.g., picture books, informational texts, rhymes and poetry, illustrated biographies, folk and fairy tales)</p>		<p>Variety of Interests</p>	<p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p>
<p>EL1.2 Engages in read-alouds and conversations about books and stories</p>	<p>Shows comprehension by making comments, asking and answering questions, and responding to prompts during book reading experiences</p>	<p>N/A</p>	<p>Story Comprehension</p>	<p>LL-NC.1.AA Identifies characters in a simple story. LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story. LL-NC.1.C Identifies and answers questions about events in a story. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p>

EMERGENT LITERACY

EL1. ENAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>EL1.2 Engages in read-alouds and conversations about books and stories</p>	<p>N/A</p>	<p>With modeling and support, discusses predictions, cause-and-effect relationships, story-related problems and resolutions, and connections to other books and own experiences</p>	<p>Story Comprehension</p>	<p>LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. LL-NC.2.C Uses events from the book to make a prediction about what might happen next. LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p>
<p>EL1.2 Engages in read-alouds and conversations about books and stories</p>	<p>Pretends to read, describing what is happening and using some language from the book with pictures as cues</p>		<p>Story Structure</p>	<p>LL-BK.1.D Looks at books independently or with peers. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers. LL-BK.2.B Uses illustrations to tell a familiar story. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.</p>
<p>EL1.2 Engages in read-alouds and conversations about books and stories</p>	<p>Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships</p>		<p>Story Structure</p>	<p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures. LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. LL-NC.4.B Tells a two-event personal narrative using simple phrases. LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics. LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence. LL-NC.1.A Identifies and describes the main character in a story.</p>

EMERGENT LITERACY

EL1. ENAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
EL1.2 Engages in read-alouds and conversations about books and stories	Demonstrates knowledge from informational texts* in a variety of ways and makes connections to other books or personal experiences (e.g., when teacher reads the story Owl Moon, child says, "We learned in that other book that owls stay awake at night and sleep during the day.")		Informational Texts	<p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-NC.5.B Recognizes that informational texts are a source of information.</p> <p>LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p>LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic.</p> <p>LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p>

EMERGENT LITERACY

EL2. PHONOLOGICAL AWARENESS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
EL2.1 Notices and manipulates the sounds of language	Fills in the missing rhyming word of a song, fingerplay, or story and can generate rhyming words spontaneously (real or nonsense words)	N/A	Rhyme	<p>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 ____"</p> <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?"</p> <p>LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."</p>
EL2.1 Notices and manipulates the sounds of language	N/A	Decides whether two words rhyme	Rhyme	<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?"</p> <p>LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."</p>

EMERGENT LITERACY

EL2. PHONOLOGICAL AWARENESS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>EL2.1 Notices and manipulates the sounds of language</p>	<p>Shows awareness that some words begin with the same sound (e.g., "Sam and Selena start with the same sound!")</p>		<p>Alliteration</p>	<p>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.4.C Produces words that have the same initial sound when given a consonant sound.</p>
<p>EL2.1 Notices and manipulates the sounds of language</p>	<p>Shows awareness of separate words in sentences</p>		<p>Manipulating Units of Language</p>	<p>LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. LL-WR.5.C Leaves spaces between words when writing. LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing. LL-WR.7.D Writes a short sentence using phonetic spelling, leaving spaces between words when writing. LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.</p>
<p>EL2.1 Notices and manipulates the sounds of language</p>	<p>N/A</p>	<p>Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language)* with decreasing need for modeling or visual supports</p>	<p>Manipulating Units of Language</p>	<p>LL-PA.1.B Blends two words to make a compound word. LL-PA.1.C Segments compound words to identify the two words within the compound word. LL-PA.1.D Performs elision of the first or second word in compound words using pictures. For example, "My word is 'butterfly.' 'Butterfly' without 'fly' is 'butter." LL-PA.1.E Substitutes either the first or second word of a compound word using pictures. For example, "'Basketball.' Remove 'basket' and replace it with 'foot' to create 'football.'" LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally. LL-PA.2.D Blends the syllables in two- to three-syllable words. LL-PA.4.E Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can." LL-PA.5.D Blends onset-rimes to form familiar CVC words. LL-PA.5.E Segments onset-rimes in familiar CVC words. LL-PA.6.B Blends a two-phoneme word with teacher support. LL-PA.6.C Segments a two-phoneme word. LL-PA.6.D Blends three phonemes in familiar CVC words.</p>

EMERGENT LITERACY

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>EL3.1 Responds to features of books and print</p>	<p>Imitates the act of reading (e.g., pretends to read to stuffed animals or peers) and shows increasing independence in book handling skills</p>		<p>Book Knowledge</p>	<p>LL-BK.1.D Looks at books independently or with peers. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. 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.B Uses illustrations to tell a familiar story. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-BK.1.A Treats books with care.</p>
<p>EL3.1 Responds to features of books and print</p>	<p>Knows some features of a book (e.g., title, author, illustrator)</p>		<p>Book Knowledge</p>	<p>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.</p>
<p>EL3.1 Responds to features of books and print</p>	<p>Shows understanding that print carries a message and can represent spoken language</p>		<p>Print Knowledge</p>	<p>LL-BK.3.A Demonstrates understanding that print has meaning. LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-PA.1.D Performs elision of the first or second word in compound words using pictures. For example, "My word is 'butterfly.' 'Butterfly' without 'fly' is 'butter.'"</p>

EMERGENT LITERACY

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>EL3.1 Responds to features of books and print</p>	<p>Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)</p>		<p>Print Knowledge</p>	<p>LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. 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). LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage. LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage. LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p>
<p>EL3.2 Shows knowledge of the shapes, names, and sounds of letters</p>	<p>Shows interest in letters by singing the alphabet song, playing with alphabet blocks, looking at alphabet books, etc.</p>	<p>N/A</p>	<p>Alphabet Knowledge</p>	<p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories. 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. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-BK.1.D Looks at books independently or with peers. LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.</p>
<p>EL3.2 Shows knowledge of the shapes, names, and sounds of letters</p>	<p>Attends to and recognizes simple environmental print (e.g., recognizes stop sign or Walmart® or Lego® logos, although may not say letters)</p>	<p>N/A</p>	<p>Alphabet Knowledge</p>	<p>LL-BK.3.AA Identifies familiar images or logos in environmental print. LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p>

EMERGENT LITERACY

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>EL3.2 Shows knowledge of the shapes, names, and sounds of letters</p>	<p>Recognizes and names an increasing number of letters correctly, especially those in own name</p>		<p>Alphabet Knowledge</p>	<p>LL-AK.1.AA Identifies the first letter in their name. LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name. LL-AK.1.B Identifies up to ten uppercase or lowercase letters. LL-AK.1.C Identifies up to 20 uppercase or lowercase letters. LL-AK.1.D Identifies up to 30 uppercase or lowercase letters. LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.</p>
<p>EL3.2 Shows knowledge of the shapes, names, and sounds of letters</p>	<p>Produces the correct sounds for an increasing number of letters</p>		<p>Letter-Sound Connections</p>	<p>LL-AK.2.AA Produces the first letter sound in their name with teacher support. LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters. LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase 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.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.</p>
<p>EL3.2 Shows knowledge of the shapes, names, and sounds of letters</p>	<p>N/A</p>	<p>Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks “How do you spell fish?”</p>	<p>Letter-Sound Connections</p>	<p>LL-WR.7.A Completes a sentence prompt with a written word using phonetic spelling. LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling. LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing. LL-WR.6.C Writes the correct initial sound of a word. LL-WR.6.D Writes the final sound or another sound heard in a word. LL-WR.6.E Writes the correct initial, medial, and final sound when writing a CVC word. LL-WR.3.AA When asked to write their name, child scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. LL-WR.3.A When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters. LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p>

EMERGENT LITERACY

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>EL3.3 Demonstrates emergent writing skills</p>	<p>Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas</p>		<p>Letter and Print Writing Concepts</p>	<p>LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</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.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</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.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.3.A When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.3.AA When asked to write their name, child scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p>
<p>EL3.3 Demonstrates emergent writing skills</p>	<p>Produces strings of letters and/or letter-like forms (may be in unconventional order); begins to separate groups of letters with spaces</p>		<p>Letter and Print Writing Concepts</p>	<p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</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.5.C Leaves spaces between words when writing.</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>

EMERGENT LITERACY

EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>EL3.3 Demonstrates emergent writing skills</p>	<p>Writes an increasing number of letters correctly, especially those in own name</p>		<p>Letter and Print Writing Concepts</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. LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing. LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>
<p>EL3.3 Demonstrates emergent writing skills</p>	<p>N/A</p>	<p>Writes first name with or without mistakes*</p>	<p>Early Word Writing</p>	<p>LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>
<p>EL3.3 Demonstrates emergent writing skills</p>	<p>N/A</p>	<p>Uses early invented spelling (writes initial and/or final sounds to represent whole word; e.g., writes MK for milk)*</p>	<p>Early Word Writing</p>	<p>LL-WR.6.C Writes the correct initial sound of a word. LL-WR.6.D Writes the final sound or another sound heard in a word. LL-WR.7.A Completes a sentence prompt with a written word using phonetic spelling. LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling. LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing. LL-WR.7.D Writes a short sentence using phonetic spelling, leaving spaces between words when writing.</p>

SCIENCE AND TECHNOLOGY

ST1. SCIENTIFIC PRACTICES

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST1.1 Engages in the scientific process to collect, analyze, and communicate information</p>	<p>Asks questions, makes observations, and predictions about the world around them with adult support (e.g., "Where snow go?"; describes texture of fabrics as soft, scratchy, or bumpy when prompted; predicts that apples will be served for snack)</p>	<p>N/A</p>	<p>Observations, Questions & Predictions</p>	<p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. SC-SP.1.D Formulates own science-oriented questions based on observations. SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. 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. 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.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>
<p>ST1.1 Engages in the scientific process to collect, analyze, and communicate information</p>	<p>N/A</p>	<p>Asks questions about the world (e.g., "What do plants need to grow?") and seeks answers from various sources (e.g., asks teacher to help find information about spiders in a book)</p>	<p>Observations, Questions & Predictions</p>	<p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations. SC-SP.1.D Formulates own science-oriented questions based on observations. SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. 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.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>

SCIENCE AND TECHNOLOGY

ST1. SCIENTIFIC PRACTICES

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
ST1.1 Engages in the scientific process to collect, analyze, and communicate information	N/A	Makes increasingly complex observations about objects and events (e.g., notices that outdoor area smells different after rain)	Observations, Questions & Predictions	<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.1.AA Uses senses to observe the environment.</p> <p>SC-LES.1.AA Notices and looks at the natural world around them.</p> <p>SC-LES.2.AA Uses senses to observe and respond to changes in the weather.</p> <p>LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p> <p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p>
ST1.1 Engages in the scientific process to collect, analyze, and communicate information	N/A	Makes predictions about what might happen based on past experience (e.g., "I think that adding yellow paint to blue paint will make green", "I think the ping pong ball will float")	Observations, Questions & Predictions	<p>SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p>SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p>SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.</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>
ST1.1 Engages in the scientific process to collect, analyze, and communicate information	Explores cause-and-effect relationships by varying actions to change the reaction (e.g., mixes red paint with blue paint, then mixes red paint with green paint; changes the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)	N/A	Investigation & Hypothesis Testing	<p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.</p> <p>SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.</p> <p>SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p> <p>SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.</p>

SCIENCE AND TECHNOLOGY

ST1. SCIENTIFIC PRACTICES

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST1.1 Engages in the scientific process to collect, analyze, and communicate information</p>	<p>Engages in adult-supported investigations; forms and tests hypotheses (e.g., mixes soil and water to make mud; builds a “bridge” out of classroom materials and seeing how many foam blocks it will hold before collapsing; waters seeds in one container, but not another to answer the question, “Do plants need water to grow?”)</p>		<p>Investigation & Hypothesis Testing</p>	<p>SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments. SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation. SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p>
<p>ST1.1 Engages in the scientific process to collect, analyze, and communicate information</p>	<p>With adult assistance, analyzes, interprets, and communicates data (e.g., compares initial prediction of which objects would float to actual results; records information through a drawing or dictation)</p>		<p>Data Analysis & Communication</p>	<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. 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. M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same. M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color). 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 children to represent their votes).</p>

SCIENCE AND TECHNOLOGY

ST2. KNOWLEDGE OF SCIENCE CONCEPTS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST2.1 Demonstrates knowledge of core science ideas and concepts</p>	<p>Identifies parts of a whole (e.g., labels parts of a toy car such as door, wheel, headlight) and with adult support can describe their basic functions</p>	<p>N/A</p>	<p>System Parts & Wholes</p>	<p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. 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. SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars.</p>
<p>ST2.1 Demonstrates knowledge of core science ideas and concepts</p>	<p>With adult support asks questions and makes comments about parts of more complex systems and how they interact to make it function (e.g., talks about roles of members of their family; asks about the gears and parts of a wind-up toy and how they make it work)</p>		<p>System Parts & Wholes</p>	<p>SOC.1.A Understands family relationships in relation to self. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. 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. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.</p>

SCIENCE AND TECHNOLOGY

ST2. KNOWLEDGE OF SCIENCE CONCEPTS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST2.1 Demonstrates knowledge of core science ideas and concepts</p>	<p>Observes and describes basic features and functions of living things, objects, and materials (e.g., talks about body parts and their uses; describes attributes of materials related to their function by using words like strong, squishy, round, soft; communicates, "Windows are clear so we can see through them")</p>	<p>N/A</p>	<p>Structure & Function</p>	<p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. 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. SC-P.2.C Discusses how to manipulate light to create shadows and reflections. SC-P.2.B Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights. SC-P.3.C Explains water in its three forms, such as ice is frozen water. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. 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. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-P.3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold.</p>
<p>ST2.1 Demonstrates knowledge of core science ideas and concepts</p>	<p>N/A</p>	<p>Makes observations and generalizations about structure and function (e.g., generalizes that objects that are round will roll; talks about why plants need stems; describes why birds can fly and people can't)</p>	<p>Structure & Function</p>	<p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. 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. SC-P.2.C Discusses how to manipulate light to create shadows and reflections. SC-P.2.D Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on. SC-P.3.C Explains water in its three forms, such as ice is frozen water. SC-P.3.D Discusses the uses and purpose of water in its different forms, such as ice helps make a drink cold. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. 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. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. SC-LES.5.C Identifies that plants are living and describes the needs of plants.</p>

SCIENCE AND TECHNOLOGY

ST2. KNOWLEDGE OF SCIENCE CONCEPTS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST2.1 Demonstrates knowledge of core science ideas and concepts</p>	<p>Describes changes in the environment with adult support (e.g., talks about weather conditions such as rain, snow, and wind; notices clouds changing shape and moving across the sky)</p>	<p>N/A</p>	<p>Stability and Change</p>	<p>SC-LES.2.AA Uses senses to observe and respond to changes in the weather. SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. SC-LES.2.C Compares and contrasts the different seasons. SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.</p>
<p>ST2.1 Demonstrates knowledge of core science ideas and concepts</p>	<p>Observes and describes environmental changes over time with increasing sophistication (e.g., comments on flowers blooming in the spring; notices when branches have been trimmed from a tree; communicates, "The sun made the slide hot!"; notices the shape of the moon changing over time)</p>		<p>Stability and Change</p>	<p>SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. SC-LES.2.C Compares and contrasts the different seasons. SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. SC-SP.1.B Observes and describes cause and effect. SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p>
<p>ST2.1 Demonstrates knowledge of core science ideas and concepts</p>	<p>Demonstrates an understanding that living things change over time in size and other capacities as they grow (e.g., talks about similarities and differences between babies and adults; acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree)</p>		<p>Stability and Change</p>	<p>SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.D Observes and describes plant habitats and life cycles. SOC.5.D Describes how people and things change over time and will continue to change into the future.</p>

SCIENCE AND TECHNOLOGY

ST3. KNOWLEDGE OF SCIENCE CONTENT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials</p>	<p>With increasing independence, asks and answers questions about the similarities, differences, and categories of plants and animals (e.g., talks about how birds have feathers covering their bodies, but snakes have scales)</p>		<p>Living Things</p>	<p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. 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. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. SC-LES.5.C Identifies that plants are living and describes the needs of plants.</p>
<p>ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials</p>	<p>Shows curiosity and knowledge about how living things grow and change over time (e.g., talks about how kitten at home is getting bigger; asks why leaves change color)</p>		<p>Living Things</p>	<p>SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.D Observes and describes plant habitats and life cycles. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. 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. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. SC-LES.5.C Identifies that plants are living and describes the needs of plants. LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>
<p>ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials</p>	<p>With adult support describes characteristics that define living things (e.g., breathes, moves, grows)</p>		<p>Living Things</p>	<p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. 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. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things.</p>

SCIENCE AND TECHNOLOGY

ST3. KNOWLEDGE OF SCIENCE CONTENT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials</p>	<p>Shows curiosity about the relationship of living things to their environments/habitats (e.g., asks why fish always live in water; wonders where birds sleep)</p>		<p>Living Things</p>	<p>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. SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-LES.5.D Observes and describes plant habitats and life cycles. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p>
<p>ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials</p>	<p>Investigates and uses increasingly complex vocabulary to describe natural elements in the environment (e.g., observes a group of ants moving on the playground and comments, "They're moving around like they're scared"; draws different kinds of leaves in the science center and communicates "This one has round edges, this one has pointy edges.")</p>		<p>Nature & the Environment</p>	<p>SC-SP.1.AA Uses senses to observe the environment. SC-SP.1.B Observes and describes cause and effect. LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. 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. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.</p>

SCIENCE AND TECHNOLOGY

ST3. KNOWLEDGE OF SCIENCE CONTENT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials</p>	<p>Demonstrates respect for the environment (e.g., observes flowers or insects without intruding or destroying; picks up a piece of litter and says, "Animals might get sick if they eat this")</p>		<p>Nature & the Environment</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. SC-LES.4.E Describes and discusses the relationship between humans and animals. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</p>
<p>ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials</p>	<p>Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences (e.g., after participating in an investigation, sorts items into those that float and those that sink; sorts objects made of wood and those made of plastic)</p>		<p>Physical Objects & Materials</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. SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. 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.</p>
<p>ST3.2 Uses tools and engineering practices to explore and solve problems</p>	<p>Explores and later in this age range identifies simple machines such as ramps, gears, wheels, pulleys, and levers through play experiences (e.g., plays with ramps and vehicles in the block area; uses pulleys in the sand table; explores manipulative toys that use gears)</p>		<p>Knowledge & Use of Tools</p>	<p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p>

SCIENCE AND TECHNOLOGY

ST3. KNOWLEDGE OF SCIENCE CONTENT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST3.2 Uses tools and engineering practices to explore and solve problems</p>	<p>Uses a variety of tools (e.g., ruler, balance scale, magnifying glass, toy stethoscope, unit blocks, measuring cups, thermometer) to gather information, investigate objects, and solve problems</p>		<p>Knowledge & Use of Tools</p>	<p>M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p>
<p>ST3.2 Uses tools and engineering practices to explore and solve problems</p>	<p>Communicates how tools are used by people in their world (e.g., ladders help firefighters, stethoscopes help doctors and nurses)</p>		<p>Knowledge & Use of Tools</p>	<p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p>
<p>ST3.2 Uses tools and engineering practices to explore and solve problems</p>	<p>Explores principles such as stability and balance (e.g., building block structure) and force and motion (e.g., rolling a car down a ramp)</p>	<p>N/A</p>	<p>Engineering Practices* & Thinking</p>	<p>SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object. SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors. SC-P.4.E Compares and contrasts how different factors change the motion of objects.</p>

SCIENCE AND TECHNOLOGY

ST3. KNOWLEDGE OF SCIENCE CONTENT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST3.2 Uses tools and engineering practices to explore and solve problems</p>	<p>Shows increased understanding of relationships between variables and outcomes (e.g., steepness of a ramp and speed of a rolled ball; size of blocks and stability of structure)</p>		<p>Engineering Practices* & Thinking</p>	<p>SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</p> <p>SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.</p> <p>SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.</p> <p>SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.</p> <p>SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.</p> <p>SC-P.4.E Compares and contrasts how different factors change the motion of objects.</p> <p>SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.</p> <p>SC-P.2.C Discusses how to manipulate light to create shadows and reflections.</p> <p>SC-P.2.D Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on.</p>
<p>ST3.2 Uses tools and engineering practices to explore and solve problems</p>	<p>N/A</p>	<p>With adult support, generates multiple solutions to problems, tests solutions and revises them, (e.g., builds block tower that falls with a foundation of small blocks; uses bigger blocks the next time) and develops increasingly detailed explanations of their ideas and reasons for outcomes</p>	<p>Engineering Practices* & Thinking</p>	<p>SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p>SC-SP.3.E Makes recommendations based on observations and conclusions.</p> <p>ATL.3.E Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. Makes recommendations based on observations and conclusions.</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</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>

SCIENCE AND TECHNOLOGY

ST3. KNOWLEDGE OF SCIENCE CONTENT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST3.3 Engages in developmentally appropriate interactions with technology* and media that support creativity, exploration, and play</p>	<p>Incorporates technology tools into their pretend play (e.g., pretends to call someone on a toy phone, uses a keyboard in the “office” prop box to pretend to write someone a letter)</p>		<p>Technology Handling</p>	<p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p>
<p>ST3.3 Engages in developmentally appropriate interactions with technology* and media that support creativity, exploration, and play</p>	<p>Develops knowledge of and explores the functionality of simple digital devices (e.g., touch screen, e-book reader, digital camera, copier, light table, music player)**</p>		<p>Technology Handling</p>	<p>Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p>
<p>ST3.3 Engages in developmentally appropriate interactions with technology* and media that support creativity, exploration, and play</p>	<p>Identifies technology tools for multiple purposes, including creating, problem-solving, gathering information, and documenting (e.g., creates a picture or story on an electronic device, suggests looking up a question or the meaning of a word on the internet, records a story made up on a recording device)</p>		<p>Digital Literacy</p>	<p>Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers. Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p>

SCIENCE AND TECHNOLOGY

ST3. KNOWLEDGE OF SCIENCE CONTENT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>ST3.3 Engages in developmentally appropriate interactions with technology* and media that support creativity, exploration, and play</p>	<p>Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways (e.g., suggests sending a get-well message to a friend who is sick)</p>		<p>Digital Citizenship</p>	<p>Tech.1.D With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. Tech.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. Tech.2.B Independently holds and cares for technology appropriately. Tech.2.C Demonstrates simple ways to manage and maintain devices, such as alerting the teacher when the batteries need charging. Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time. Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.</p>
<p>ST3.3 Engages in developmentally appropriate interactions with technology* and media that support creativity, exploration, and play</p>	<p>Follows directions and class rules for using digital devices (can log in and out; keeps foreign materials away from equipment; handles equipment with care; knows the time limit or sign up rule for access to the device)</p>		<p>Digital Citizenship</p>	<p>Tech.1.B Participates in digital activities that use learning applications and programs with adult support. Tech.1.C Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices. Tech.2.A Begins to hold and care for technology appropriately with adult support. Tech.2.B Independently holds and cares for technology appropriately. ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity. Tech.2.C Demonstrates simple ways to manage and maintain devices, such as alerting the teacher when the batteries need charging. Tech.2.D Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time. Tech.2.E Explains why it is important to use safe behaviors when using technology devices and learning applications.</p>

SOCIAL STUDIES

SS1. FAMILY, COMMUNITY, AND CULTURE

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>SS1.1 Demonstrates positive connection to family and community</p>	<p>Shows increasing participation as a member of the learning community (e.g., participates in whole-group activities, helps establish rules for behavior, participates in classroom clean-up, etc.)</p>		<p>Learning Community</p>	<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. ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p>
<p>SS1.1 Demonstrates positive connection to family and community</p>	<p>Recognizes similarities and differences among individual people and groups of people (e.g., notices when another language is spoken; says "Everyone in my family has brown hair")</p>	<p>N/A</p>	<p>Family & Cultural Identity</p>	<p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. SE.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.</p>
<p>SS1.1 Demonstrates positive connection to family and community</p>	<p>Shows pride in family and cultural heritage (e.g., talks about family members and traditions; draws pictures of family members and own cultural group; shares a song or special food from cultural group, shows pride in home language [e.g., "Gato means cat in Spanish. We speak Spanish at home!"])</p>		<p>Family & Cultural Identity</p>	<p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. SE.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. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>

SOCIAL STUDIES

SS1. FAMILY, COMMUNITY, AND CULTURE

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>SS1.1 Demonstrates positive connection to family and community</p>	<p>N/A</p>	<p>Shows knowledge of family, cultural and political history (e.g., talks about where family came from, where cultural traditions came from, knows who president is)</p>	<p>Family & Cultural Identity</p>	<p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. SOC.1.B Discusses the activities or celebrations that their family does together. SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SE.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. SOC.5.D Describes how people and things change over time and will continue to change into the future.</p>
<p>SS1.1 Demonstrates positive connection to family and community</p>	<p>Engages in increasingly complex pretend play acting out family or community roles and events (e.g., pretends to be a "daddy" sweeping the house or feeding the baby; later in this age range, acts out scenes at a restaurant, beauty salon, or doctor's office)</p>		<p>Awareness of Roles in Society</p>	<p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. ATL.1.D Carries out familiar roles during individual or collaborative role-play. 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. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>

SOCIAL STUDIES

SS1. FAMILY, COMMUNITY, AND CULTURE

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
SS1.1 Demonstrates positive connection to family and community	Shows increasing awareness of the roles people play in society (e.g., talks about roles of various family members; describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians; talks about what they would like to be when they grow up)		Awareness of Roles in Society	<p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p> <p>SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</p>

SOCIAL STUDIES

SS2. HISTORY AND GEOGRAPHY

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
SS2.1 Shows awareness of sequence and change over time	Discusses events in the immediate past or future (e.g., gives simple account of what happened that day; communicates "After lunch, we get to read books") and communicates about events that are increasingly distant from the present (e.g., talks about "When I was a baby..." and makes predictions about future events with adult support)		Awareness of Past & Future	<p>ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center).</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>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>

SOCIAL STUDIES

SS2. HISTORY AND GEOGRAPHY

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>SS2.1 Shows awareness of sequence and change over time</p>	<p>Understands and, later in this age range, uses increasingly complex time-related words and concepts (e.g., "now/later," "day/night", "last time/next time")</p>		<p>Time Concepts</p>	<p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days). SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. SOC.5.B Begins to sequence past and present experiences using visual supports. SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future. SOC.5.D Describes how people and things change over time and will continue to change into the future. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p>
<p>SS2.2 Demonstrates simple geographic knowledge</p>	<p>Communicates with increasing specificity about the location of objects and areas at home and school (e.g., talks about something in a closet in the classroom) and can match objects to their usual geographic location (e.g., stove in kitchen, bed in bedroom)</p>		<p>Awareness of Location and Place</p>	<p>SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. 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>SS2.2 Demonstrates simple geographic knowledge</p>	<p>Shows awareness of familiar buildings and landmarks (e.g., home, school, library, grocery store, parks, sculptures or statues, lakes or rivers)</p>		<p>Awareness of Location and Place</p>	<p>SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.B Recognizes and describes common geographical features within their region.</p>

SOCIAL STUDIES

SS2. HISTORY AND GEOGRAPHY

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>SS2.2 Demonstrates simple geographic knowledge</p>	<p>Understands and uses words indicating relative distances (e.g., near, far, close)</p>		<p>Awareness of Location and Place</p>	<p>M-GS.3.E Demonstrates understanding of direction terms (e.g., “near,” “far”) using gestures or objects. 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>SS2.2 Demonstrates simple geographic knowledge</p>	<p>Shows interest in exploring geography tools (e.g., map, compass)</p>	<p>N/A</p>	<p>Geographic Concepts</p>	<p>SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.</p>
<p>SS2.2 Demonstrates simple geographic knowledge</p>	<p>N/A</p>	<p>Creates drawings or simple maps of home and other familiar places with adult support</p>	<p>Geographic Concepts</p>	<p>SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p>
<p>SS2.2 Demonstrates simple geographic knowledge</p>	<p>Discusses basic geographic concepts and features of environments (e.g., says “We have mountains where we live”; sees a picture of fish and says, “They live in water”)</p>		<p>Geographic Concepts</p>	<p>SOC.4.B Recognizes and describes common geographical features within their region. SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different. SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves.</p>

MATHEMATICAL THINKING

MT1. NUMBER CONCEPTS AND OPERATIONS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
MT1.1 Demonstrates number sense and an understanding of quantity	Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range		Number Names & Count Sequence	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.
MT1.1 Demonstrates number sense and an understanding of quantity	N/A	Names what number comes after another number with decreasing need to count up from one (e.g., When asked “What comes after four?” immediately says “Five” instead of “One, two, three, four, five...five!”)	Number Names & Count Sequence	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. M-NC.7.E Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.
MT1.1 Demonstrates number sense and an understanding of quantity	Identifies place in a series using terms like first, second, last, etc. (ordinality)	N/A	Comparison of Quantity	M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects. M-PFA.2.E Orders groups of different amounts using numerical order.
MT1.1 Demonstrates number sense and an understanding of quantity	Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)		Comparison of Quantity	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-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.

MATHEMATICAL THINKING

MT1. NUMBER CONCEPTS AND OPERATIONS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>MT1.1 Demonstrates number sense and an understanding of quantity</p>	<p>Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)</p>		<p>Connection of Number, Numeral, & Quantity</p>	<p>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. M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. M-NC.3.E Create sets of 0–10 and uses cardinality to identify the last number counted.</p>
<p>MT1.1 Demonstrates number sense and an understanding of quantity</p>	<p>Instantly recognizes without counting (subitizes) objects in sets of one to four objects (e.g., when playing game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting)</p>		<p>Connection of Number, Numeral, & Quantity</p>	<p>M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2. M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.</p>
<p>MT1.1 Demonstrates number sense and an understanding of quantity</p>	<p>Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral “3” in a game)</p>		<p>Connection of Number, Numeral, & Quantity</p>	<p>M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3. M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5. M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7. M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.</p>

MATHEMATICAL THINKING

MT1. NUMBER CONCEPTS AND OPERATIONS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>MT1.1 Demonstrates number sense and an understanding of quantity</p>	<p>Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show “no more monkeys jumping on the bed” during the last verse of the song; when teacher takes all of counting bears during a game and asks, “Now how many do you have?” child responds “None!”)</p>		<p>Connection of Number, Numeral, & Quantity</p>	<p>M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted. M-NC.5.D Says the names of numerals 0–10 shown in random order. M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3. M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10. 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.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.</p>
<p>MT1.1 Demonstrates number sense and an understanding of quantity</p>	<p>Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)</p>		<p>Connection of Number, Numeral, & Quantity</p>	<p>M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p>
<p>MT1.2 Explores combining and separating groups (numerical operations)</p>	<p>Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, “I wanted more green blocks so my friend gave me three of his”) and can describe parts of a group (e.g., Says, “I have four cubes. Two are red, and two are blue”)</p>		<p>Changes in Quantity</p>	<p>M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set. M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity. M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set. M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p>
<p>MT1.2 Explores combining and separating groups (numerical operations)</p>	<p>Using fingers or manipulatives as tools, shows increasing ability to solve simple addition problems by joining objects together for increasingly larger totals (up to 10; e.g. when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers)</p>		<p>Addition & Subtraction</p>	<p>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.7.E Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.</p>

MATHEMATICAL THINKING

MT1. NUMBER CONCEPTS AND OPERATIONS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>MT1.2 Explores combining and separating groups (numerical operations)</p>	<p>Using fingers or manipulatives as tools, shows increasing ability to solve simple subtraction problems by separating increasingly larger totals (up to 10; e.g., when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, “one, two, three, four...four bears!”)</p>		<p>Addition & Subtraction</p>	<p>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. M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p>
<p>MT1.2 Explores combining and separating groups (numerical operations)</p>	<p>Explores early division concepts by dividing objects into “fair-share” groups (e.g., gives three peers each two pieces of play fruit while playing restaurant) and identifying the concepts of a fraction whole and half by using real objects (e.g., identifies two equal parts of an apple or graham cracker as a half)</p>		<p>Early Division and Fractions</p>	<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.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-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left. SE.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>

MATHEMATICAL THINKING

MT2. ALGEBRAIC THINKING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>MT2.1 Uses classification and patterning skills</p>	<p>Sorts objects based on a single, simple characteristic (e.g., color, shape, size) with increasing ability to sort into more than two categories (e.g., making three color groups instead of two color groups)</p>	<p>N/A</p>	<p>Classification</p>	<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.</p>

MATHEMATICAL THINKING

MT2. ALGEBRAIC THINKING

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
MT2.1 Uses classification and patterning skills	N/A	Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)	Classification	<p>M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p> <p>M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.</p> <p>M-PFA.1.D Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.</p> <p>M-PFA.1.E Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.</p>
MT2.1 Uses classification and patterning skills	Recognizes, extends, and replicates simple repeating patterns* (e.g., triangle, square, triangle, square or repeated music verses)		Patterning	<p>M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.</p> <p>M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p>M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p>
MT2.1 Uses classification and patterning skills	N/A	Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, ----, green)	Patterning	<p>M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p>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 (such as blue-red-blue, blue-red-blue).</p>

MATHEMATICAL THINKING

MT3. MEASUREMENT AND COMPARISON

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>MT3.1 Participates in exploratory measurement activities and compares objects</p>	<p>Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity</p>		<p>Measurement</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?” 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?” M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p>
<p>MT3.1 Participates in exploratory measurement activities and compares objects</p>	<p>Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)</p>		<p>Measurement</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. 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?” M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p>
<p>MT3.1 Participates in exploratory measurement activities and compares objects</p>	<p>Uses comparative language (e.g., “shorter,” “heaviest”) to directly compare two or more objects (e.g., identifies “small,” “smaller,” “smallest”)</p>		<p>Comparison</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. 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?” M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. 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>

MATHEMATICAL THINKING

MT3. MEASUREMENT AND COMPARISON

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
MT3.1 Participates in exploratory measurement activities and compares objects	Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare		Comparison	<p>M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.</p> <p>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.</p> <p>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.</p> <p>M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.</p>
MT3.1 Participates in exploratory measurement activities and compares objects	Organizes a small set of objects (i.e., three to five) in an increasing or decreasing order (seriation; e.g., arranges a set of twigs from shortest to longest)		Seriation	<p>M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.</p>

MATHEMATICAL THINKING

MT4. GEOMETRY AND SPATIAL SENSE

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
MT4.1 Explores and describes shapes and spatial relationships	Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)		Shape Knowledge	<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.C Identifies and describes the properties of common two-dimensional shapes using words like “sides,” “corners,” “curve.”</p> <p>M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p>M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).</p>

MATHEMATICAL THINKING

MT4. GEOMETRY AND SPATIAL SENSE

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>MT4.1 Explores and describes shapes and spatial relationships*</p>	<p>Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., “move forward,” “put it behind the green car”); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, “If you turn the puzzle piece it will fit”)</p>		<p>Spatial Sense</p>	<p>M-GS.3.AA Demonstrates understanding of movement terms (e.g., “up,” “down”) by using gestures or objects. M-GS.3.A Demonstrates understanding of location terms (e.g., “in,” “on,” “under,” “over”) by using gestures or objects. M-GS.3.B Demonstrates understanding of proximity terms (e.g., “beside,” “between,” “above,” “below”) by using gestures or objects. 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. M-GS.3.D Demonstrates understanding of direction terms (e.g., “forward,” “backward,” “around,” “through,” “to,” “from,” “towards”) by using gestures or objects. M-GS.3.E Demonstrates understanding of direction terms (e.g., “near,” “far”) using gestures or objects.</p>
<p>MT4.1 Explores and describes shapes and spatial relationships*</p>	<p>Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes (e.g., uses circles and rectangles to make a snowman image, constructs a castle out of building blocks), progressing from using one shape for each part of a picture to using several shapes to make one part</p>		<p>Shape Manipulation</p>	<p>M-GS.2.A Constructs any recognizable or unrecognizable shape with materials. M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. 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. 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. M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.</p>
<p>MT4.1 Explores and describes shapes and spatial relationships*</p>	<p>Combines, rotates, flips, and separates shapes to create designs (e.g., using parquetry blocks) and to make other shapes (e.g., combines two wood triangle-shaped unit blocks to make a square [+]) and later in this age range shows increasing ability to predict which shapes might be used to create other shapes</p>		<p>Shape Manipulation</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. 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>

CREATIVITY AND AESTHETICS

CA1. MUSIC AND MOVEMENT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CA1.1 Explores through listening, singing, creating, and moving to music	Explores a widening variety of culturally diverse musical instruments, using them to produce increasingly complex rhythms, tones, melodies, and songs		Exploration of Music & Movement	<p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p>
CA1.1 Explores through listening, singing, creating, and moving to music	Uses body movement to respond with increasing accuracy to beat, dynamics (loud versus quiet), and tempo (speed) of music (e.g., marches with musical instruments with increasing ability to move in step with the beat; tiptoes during quiet music and stomps when it gets louder; moves slower or faster in time with music)		Exploration of Music & Movement	<p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p> <p>C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p>
CA1.1 Explores through listening, singing, creating, and moving to music	Imitates and begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing		Music & Movement Concepts	<p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p>
CA1.1 Explores through listening, singing, creating, and moving to music	N/A	With adult support demonstrates the foundational components of music, including tempo (e.g. by singing faster when asked to up the tempo), dynamics (e.g. by louder and softer during a song and pitch* (e.g. by singing higher and lower notes)	Music & Movement Concepts	<p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p>

CREATIVITY AND AESTHETICS

CA1. MUSIC AND MOVEMENT

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CA1.1 Explores through listening, singing, creating, and moving to music	Requests favorite types of music, discusses favorite songs, and shows appreciation for the music and dance of others		Musical Expression & Appreciation	<p>C-ARTS.4.AA Listens to a variety of music.</p> <p>C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.</p>
CA1.1 Explores through listening, singing, creating, and moving to music	N/A	Expresses self through music by making up songs, changing words to familiar songs, and experimenting with rhythmic patterns	Musical Expression & Appreciation	<p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.4.E Creates and performs original music or songs for others.</p>

CREATIVITY AND AESTHETICS

CA2. VISUAL ARTS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
CA2.1 Explores, manipulates, creates, and responds to a variety of art media	Engages in child-initiated visual art activities with increased independence, intentionality, planning, and knowledge of art media and materials (e.g., asks a friend, "Can I use the easel when you're done?"; creates two- or three-dimensional art that approximate or depict people, animals, and objects; says, "I'm going to draw daddy," before starting a project)		Exploration of Art	<p>C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</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>

CREATIVITY AND AESTHETICS

CA2. VISUAL ARTS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>CA2.1 Explores, manipulates, creates, and responds to a variety of art media</p>	<p>Shows increasing range and intentionality in art creations (e.g., draws multiple simple shapes; uses a variety of tools to make different textures in play dough; shows preferences and makes choices about colors)</p>	<p>N/A</p>	<p>Art Concepts</p>	<p>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.A Expresses self using a variety of art materials and tools.</p>
<p>CA2.1 Explores, manipulates, creates, and responds to a variety of art media</p>	<p>N/A</p>	<p>With adult support demonstrates the foundational components of art, including line, shape (e.g. by drawing lines and different shapes), color (e.g. by using different colors), and texture (e.g. by describing how a piece of art feels)</p>	<p>Art Concepts</p>	<p>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. M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.</p>
<p>CA2.1 Explores, manipulates, creates, and responds to a variety of art media</p>	<p>Tells about their artistic creations with increasing detail</p>		<p>Art Appreciation & Expression</p>	<p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. C-ARTS.3.E Reviews their original art and makes changes to the final product. C-ARTS.3.A Expresses self using a variety of art materials and tools. ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.</p>

CREATIVITY AND AESTHETICS

CA2. VISUAL ARTS

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>CA2.1 Explores, manipulates, creates, and responds to a variety of art media</p>	<p>Recognizes and states that objects in the environment are beautiful and later in this age range, can articulate why they believe it is beautiful</p>		<p>Art Appreciation & Expression</p>	<p>C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p>
<p>CA2.1 Explores, manipulates, creates, and responds to a variety of art media</p>	<p>Chooses their own art for display in the learning environment or for inclusion in a book and briefly explains their choice</p>		<p>Art Appreciation & Expression</p>	<p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p>
<p>CA2.1 Explores, manipulates, creates, and responds to a variety of art media</p>	<p>N/A</p>	<p>Communicates with others about art by discussing the ideas behind own art and how it was made; the feelings generated by looking at different art; and by showing appreciation for the artwork of others</p>	<p>Art Appreciation & Expression</p>	<p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p>

CREATIVITY AND AESTHETICS

CA3. DRAMA

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</p>	<p>Explores a variety of themes and roles through play, including real-life scenarios and people, fictional stories and characters, and play that expresses feelings and helps process experiences</p>		<p>Exploration of Drama</p>	<p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p>
<p>CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</p>	<p>Engages in increasingly complex, longer play scenarios; assigns or assumes multiple roles within a scenario; tells more cohesive stories through play</p>		<p>Drama Concepts</p>	<p>ATL.1.E Coordinates roles and carries out more complex stories during role-play. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play. ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p>

CREATIVITY AND AESTHETICS

CA3. DRAMA

Learning Goal	Indicators 37-48 Months	Indicators 49-60 Months	Strand	Every Child Ready Standard(s)
<p>CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</p>	<p>N/A</p>	<p>With adult support understands the foundational components of drama, including theme (e.g., can identify the main idea of the story), plot (e.g. can discuss the series of events that take place), character (e.g. can identify the main and minor characters and their roles), and dialogue (e.g., can discuss the interactions between characters).</p>	<p>Drama Concepts</p>	<p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. LL-NC.1.AA Identifies characters in a simple story. LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story. LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story. LL-NC.2.D Makes inferences to answer simple “why” questions by using background knowledge and events in a text.</p>
<p>CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</p>	<p>N/A</p>	<p>Discusses and expresses appreciation after viewing a performance by older children or a professional group.</p>	<p>Drama Appreciation & Expression</p>	<p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme. C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p>



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