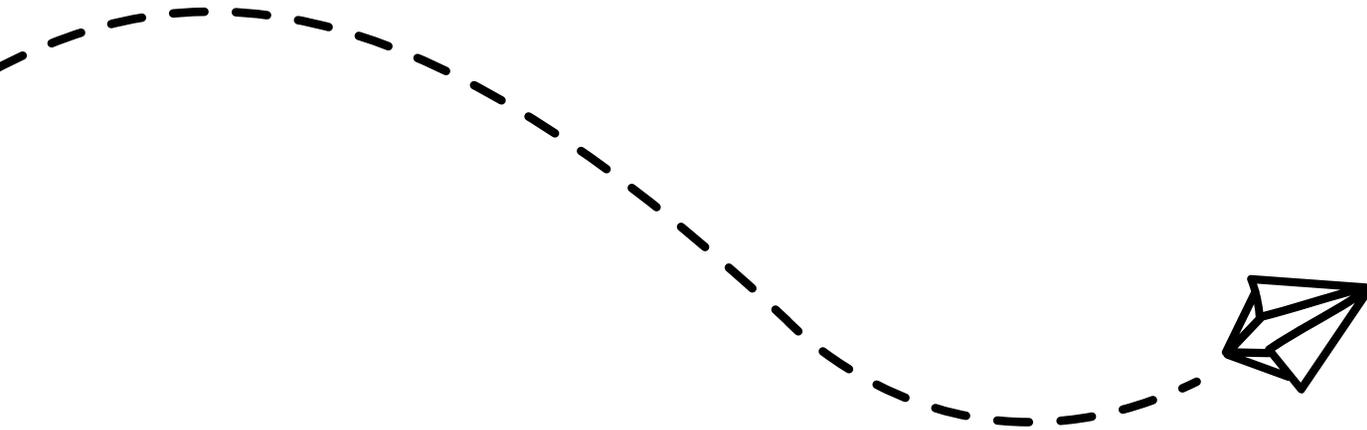


# Every Child Ready Standards & California Preschool Learning Foundations Alignment



# **Every Child Ready Standards & California Preschool Learning Foundations Alignment**



## SOCIAL-EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Self 1.0 Self-Awareness	48 Months	1.1 Describe their physical characteristics, behavior, and abilities positively.	<p><b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves.</p> <p><b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p>
Self 1.0 Self-Awareness	60 Months	1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	<p><b>SE.3.D</b> 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><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p>
Self 2.0 Self-Regulation	48 Months	2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self control.	<p><b>SE.2.A</b> Coregulates emotion with one-on-one adult support.</p> <p><b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>ATL.5.AA</b> Stops preferred activities with one on one assistance or coregulation.</p> <p><b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders.</p> <p><b>ATL.5.B</b> Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p><b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p> <p><b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p><b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.</p>
Self 2.0 Self-Regulation	60 Months	2.1 Regulate their attention, thought feelings, and impulses more contently, although adult guidance is sometimes necessary.	<p><b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p><b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p><b>ATL.5.D</b> 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><b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p><b>ATL.6.C</b> Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).</p> <p><b>ATL.6.D</b> Refocuses attention to independent or group activity after minor distraction.</p> <p><b>ATL.6.E</b> Attends to activities or peer engagement for extended periods of time (30+ minutes).</p> <p><b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.</p>

## SOCIAL-EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p>Self</p> <p><b>3.0 Social and Emotional Understanding</b></p>	48 Months	<p><b>3.1</b> Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.</p>	<p><b>SE.1.AA</b> Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.</p> <p><b>SE.1.A</b> Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustration, and sad, while an adult adds emotion labels to that expression.</p> <p><b>SE.1.B</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><b>SE.4.AA</b> With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.</p> <p><b>SE.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p> <p><b>SE.4.B</b> With adult prompts, compares their own characteristics and emotions to those of others.</p> <p><b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p><b>SE.3.D</b> 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>Self</p> <p><b>3.0 Social and Emotional Understanding</b></p>	60 Months	<p><b>3.1</b> Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p>	<p><b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p><b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions.</p> <p><b>SE.1.E</b> Identifies that they can have different emotions about the same situation.</p> <p><b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p><b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p><b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p> <p><b>SE.3.D</b> 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><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p>
<p>Self</p> <p><b>4.0 Empathy and Caring<sup>1</sup></b></p> <p><sup>1</sup>Part 1 of 2. Continues on page 4.</p>	48 Months	<p><b>4.1</b> Demonstrate concern for the needs of others and people in distress.</p>	<p><b>SE.1.B</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><b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p><b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p>

## SOCIAL-EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Self</b></p> <p><b>4.0 Empathy and Caring<sup>2</sup></b></p> <p><i><sup>2</sup>Part 2 of 2. Continued from page 3.</i></p>	48 Months	<p><b>4.1</b> Demonstrate concern for the needs of others and people in distress.</p>	<p><b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p><b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>SE.7.E</b> 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><b>Self</b></p> <p><b>4.0 Empathy and Caring</b></p>	60 Months	<p><b>4.1</b> Respond to another's distress and needs with sympathetic caring and are more likely to assist.</p>	<p><b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p><b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p><b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>SE.7.E</b> 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><b>Self</b></p> <p><b>5.0 Initiative in Learning</b></p>	48 Months	<p><b>5.1</b> Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.</p>	<p><b>SE.6.AA</b> Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.</p> <p><b>SE.6.A</b> With explicit adult instruction and modeling, completes a task alongside teacher support.</p> <p><b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p><b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p>

## SOCIAL-EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Self</b> <b>5.0 Initiative in Learning</b>	60 Months	<b>5.1</b> Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	<b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. <b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently. <b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task. <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. <b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task. <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product. <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions. <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
<b>Social Interaction</b> <b>1.0 Interactions with Familiar Adults</b>	48 Months	<b>1.1</b> Interact with familiar adults comfortably and competently, especially in familiar settings.	<b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. <b>LL-BK.1.AA</b> Requests that books be read by an adult. <b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult. <b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.
<b>Social Interaction</b> <b>1.0 Interactions with Familiar Adults</b>	60 Months	<b>1.1</b> Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	<b>SE.7.C</b> 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). <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. <b>LL-BK.1.AA</b> Requests that books be read by an adult. <b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult. <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.

## SOCIAL-EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Social Interaction 2.0 Interaction with Peers	48 Months	2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	<p><b>ATL.2.A</b> Engages in activities next to peers using shared materials (parallel play).</p> <p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>SE.5.AA</b> Mostly engages in play on own, but notices or takes an interest in peer or social situations.</p> <p><b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.</p> <p><b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>
Social Interaction 2.0 Interaction with Peers	60 Months	2.1 More actively and intentionally cooperate with each other.	<p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>SE.5.C</b> 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><b>SE.5.D</b> 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><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>
Social Interaction 2.0 Interaction with Peers	48 Months	2.2 Participate in simple sequences of pretend play.	<p><b>ATL.1.AA</b> Engages in exploratory or sensory play.</p> <p><b>ATL.1.A</b> Plays simple games and copies the play of others.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic play.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p>

## SOCIAL-EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Social Interaction</b> <b>2.0 Interaction with Peers</b>	60 Months	<b>2.2</b> Create more complex sequences of pretend play that involve planning, coordination of roles and cooperation.	<b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play. <b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play. <b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play. <b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
<b>Social Interaction</b> <b>2.0 Interaction with Peers</b>	48 Months	<b>2.3</b> Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	<b>SE.7.AA</b> Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation. <b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
<b>Social Interaction</b> <b>2.0 Interaction with Peers</b>	60 Months	<b>2.3</b> Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	<b>SE.7.C</b> 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). <b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). <b>SE.7.E</b> 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.
<b>Social Interaction</b> <b>3.0 Group Participation</b>	48 Months	<b>3.1</b> Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	<b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). <b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities. <b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). <b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. <b>ATL.2.C</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play). <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).

## SOCIAL-EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Social Interaction</b> <b>3.0 Group Participation</b>	60 Months	<b>3.1</b> Participate positively and cooperatively as group members.	<p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> 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><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>SE.5.D</b> 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><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>
<b>Social Interaction</b> <b>4.0 Cooperation and Responsibility</b>	48 Months	<b>4.1</b> Seek to cooperate with adult instructions but their capacities for self control are limited, especially when they are frustrated or upset.	<p><b>SE.6.AA</b> Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.</p> <p><b>SE.6.A</b> With explicit adult instruction and modeling, completes a task alongside teacher support.</p> <p><b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p><b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p> <p><b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities.</p> <p><b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.</p> <p><b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p>
<b>Social Interaction</b> <b>4.0 Cooperation and Responsibility</b>	60 Months	<b>4.1</b> Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	<p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p> <p><b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p><b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions.</p> <p><b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.</p>

## SOCIAL-EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Relationships 1.0 Attachment to Parents	48 Months	1.1 Seek security and support from their primary family attachment figures.	<p><b>SE.2.AA</b> Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p><b>SE.2.A</b> Coregulates emotion with one-on-one adult support.</p> <p><b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation.</p> <p><b>SE.1.A</b> Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustration, and sad, while an adult adds emotion labels to that expression.</p> <p><b>SE.1.B</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><b>SOC.1.A</b> Understands family relationships in relation to self.</p> <p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p>
Relationships 1.0 Attachment to Parents	60 Months	1.1 Take greater initiative in seeking support from their primary family attachment figures.	<p><b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p><b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p><b>SOC.1.A</b> Understands family relationships in relation to self.</p> <p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p>
Relationships 1.0 Attachment to Parents	48 Months	1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	<p><b>SOC.1.AA</b> Identifies and recognizes self and family members.</p> <p><b>SOC.1.A</b> Understands family relationships in relation to self.</p> <p><b>SOC.1.B</b> Discusses the activities or celebrations that their family does together.</p> <p><b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p>

## SOCIAL-EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Relationships 1.0 Attachment to Parents	60 Months	1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	<p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p>
Relationships 1.0 Attachment to Parents	48 Months	1.3 After experience with out of home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	<p><b>SE.2.AA</b> Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p><b>SE.2.A</b> Coregulates emotion with one-on-one adult support.</p> <p><b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation.</p> <p><b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p><b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders.</p>
Relationships 1.0 Attachment to Parents	60 Months	1.3 After experience with out of home care, comfortably depart from primary family attachment figures. Also maintain well being while apart from primary family attachment figures during the day.	<p><b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p><b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p><b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders.</p>
Relationships 2.0 Close Relationships with Teachers and Caregivers	48 Months	2.1 Seek security and support from their primary teachers and caregivers	<p><b>SE.2.AA</b> Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p><b>SE.2.A</b> Coregulates emotion with one-on-one adult support.</p> <p><b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation.</p> <p><b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>SE.7.AA</b> Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p><b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p>

## SOCIAL-EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Relationships 2.0 Close Relationships with Teachers and Caregivers	60 Months	2.1 Take greater initiative in seeking the support of their primary teachers and caregivers	<p><b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p><b>SE.7.C</b> 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><b>SE.7.D</b> 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><b>SE.7.E</b> 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>
Relationships 2.0 Close Relationships with Teachers and Caregivers	48 Months	2.2 Contribute to maintaining positive relationships with primary teachers and caregivers	<p><b>SE.5.AA</b> Mostly engages in play on own, but notices or takes an interest in peer or social situations.</p> <p><b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.</p> <p><b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p>
Relationships 2.0 Close Relationships with Teachers and Caregivers	60 Months	2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.	<p><b>SE.5.C</b> 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><b>SE.5.D</b> 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><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p>
Relationships 3.0 Friendships	48 Months	3.1 Choose to play with one or two special peers whom they identify as friends.	<p><b>SE.5.AA</b> Mostly engages in play on own, but notices or takes an interest in peer or social situations.</p> <p><b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.</p> <p><b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p><b>SOC.2.AA</b> Shows interest in a variety of familiar community members.</p>

## SOCIAL-EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Relationships 3.0 Friendships	60 Months	3.1 Friendships are more reciprocal, exclusive, and enduring.	<p><b>SE.7.E</b> 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><b>SE.5.D</b> 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><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>SOC.2.AA</b> Shows interest in a variety of familiar community members.</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>SOC.2.AA</b> Shows interest in a variety of familiar community members.</p>

## LANGUAGE AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Listening and Speaking 1.0 Language Use and Conventions	48 Months	1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	<p><b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.4.A</b> Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p>
Listening and Speaking 1.0 Language Use and Conventions	60 Months	1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	<p><b>LL-LC.2.D</b> 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><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>LL-NC.2.C</b> Uses events from the book to make a prediction about what might happen next.</p> <p><b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p><b>SE.7.E</b> 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>

## LANGUAGE AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Listening and Speaking</b> <b>1.0 Language Use and Conventions</b>	48 Months	<b>1.2</b> Speak clearly enough to be understood by familiar adults and children.	<b>LL-LC.4.E</b> Modifies conversations based on the context or listener. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence. <b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.
<b>Listening and Speaking</b> <b>1.0 Language Use and Conventions</b>	60 Months	<b>1.2</b> Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	<b>LL-LC.4.E</b> Modifies conversations based on the context or listener. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence. <b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.
<b>Listening and Speaking</b> <b>1.0 Language Use and Conventions</b>	48 Months	<b>1.3</b> Use accepted language and style during communication with familiar adults and children.	<b>LL-LC.4.AA</b> Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. <b>LL-LC.4.A</b> Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. <b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. <b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence. <b>LL-LC.4.E</b> Modifies conversations based on the context or listener.
<b>Listening and Speaking</b> <b>1.0 Language Use and Conventions</b>	60 Months	<b>1.3</b> Use accepted language and style during communication with both familiar and unfamiliar adults and children.	<b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. <b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. <b>LL-LC.4.E</b> Modifies conversations based on the context or listener. <b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.



## LANGUAGE AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Listening and Speaking</b></p> <p><b>1.0 Language Use and Conventions</b></p>	48 Months	<p><b>1.4</b> Use language to construct short narratives that are real or fictional.</p>	<p><b>LL-NC.3.AA</b> Joins in acting out a book as it's read aloud.</p> <p><b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.4.AA</b> Says or reenacts one event in a personal narrative by using at least one word.</p> <p><b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p><b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases.</p> <p><b>LL-BK.2.B</b> Uses illustrations to tell a familiar story.</p>
<p><b>Listening and Speaking</b></p> <p><b>1.0 Language Use and Conventions</b></p>	60 Months	<p><b>1.4</b> Use language to construct extended narratives that are real or fictional.</p>	<p><b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p><b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p><b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details.</p> <p><b>LL-NC.4.C</b> Constructs a personal narrative with three or more events which may be out of order, include omissions, or deviations to other topics.</p> <p><b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence.</p> <p><b>LL-NC.4.E</b> Constructs a personal narrative with three or more events in coherent sequence, adding simple details.</p> <p><b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>
<p><b>Listening and Speaking</b></p> <p><b>2.0 Vocabulary</b></p>	48 Months	<p><b>2.1</b> Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.</p>	<p><b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment.</p> <p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p><b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions.</p> <p><b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects.</p> <p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p>

## LANGUAGE AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Listening and Speaking</b></p> <p><b>2.0 Vocabulary</b></p>	60 Months	<p><b>2.1</b> Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p>	<p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p><b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.D</b> 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><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>
<p><b>Listening and Speaking</b></p> <p><b>2.0 Vocabulary</b></p>	48 Months	<p><b>2.2</b> Understand and use accepted words for categories of objects encountered and used frequently in everyday life.</p>	<p><b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment.</p> <p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.</p> <p><b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p><b>SC-LES.4.A</b> Identifies various animals.</p> <p><b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.</p>
<p><b>Listening and Speaking</b></p> <p><b>2.0 Vocabulary</b></p>	60 Months	<p><b>2.2</b> Understand and use accepted words for categories of objects encountered in everyday life.</p>	<p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p><b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p><b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.</p> <p><b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p><b>SC-LES.4.A</b> Identifies various animals.</p> <p><b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.</p>

## LANGUAGE AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Listening and Speaking</b></p> <p><b>2.0 Vocabulary</b></p>	48 Months	<p><b>2.3</b> Understand and use simple words that describe the relations between objects.</p>	<p><b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment.</p> <p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p><b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.</p> <p><b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p><b>SC-LES.4.A</b> Identifies various animals.</p> <p><b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.</p> <p><b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p>
<p><b>Listening and Speaking</b></p> <p><b>2.0 Vocabulary</b></p>	60 Months	<p><b>2.3</b> Understand and use both simple and complex words that describe the relations between objects.</p>	<p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p><b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p> <p><b>M-PFA.2.C</b> Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p><b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p> <p><b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p>
<p><b>Listening and Speaking</b></p> <p><b>3.0 Grammar</b></p>	48 Months	<p><b>3.1</b> Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</p>	<p><b>LL-LC.5.A</b> Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p> <p><b>LL-LC.5.B</b> Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").</p> <p><b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.D</b> 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 AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Listening and Speaking</b></p> <p><b>3.0 Grammar</b></p>	60 Months	<p><b>3.1</b> Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.</p>	<p><b>LL-LC.5.D</b> Uses complex sentence with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p><b>LL-LC.5.E</b> 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><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p><b>LL-LC.2.D</b> 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><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>
<p><b>Listening and Speaking</b></p> <p><b>3.0 Grammar</b></p>	48 Months	<p><b>3.2</b> Understand and typically use age appropriate grammar, including accepted word forms, such as subject verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.</p>	<p><b>LL-LC.5.AA</b> Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p><b>LL-LC.5.A</b> Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p> <p><b>LL-LC.5.B</b> Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").</p> <p><b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p><b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.2.D</b> 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><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>
<p><b>Listening and Speaking</b></p> <p><b>3.0 Grammar</b></p>	60 Months	<p><b>3.2</b> Understand and typically use age appropriate grammar, including accepted word forms, such as subject verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.</p>	<p><b>LL-LC.5.D</b> Uses complex sentence with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p><b>LL-LC.5.E</b> 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><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p><b>LL-LC.2.D</b> 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><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>

## LANGUAGE AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Reading 1.0 Concepts About Print	48 Months	1.1 Begin to display appropriate book handling behaviors and begin to recognize print conventions.	<p><b>LL-BK.2.AA</b> Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.</p> <p><b>LL-BK.2.E</b> 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><b>LL-BK.3.AA</b> Identifies familiar images or logos in environmental print.</p> <p><b>LL-BK.3.A</b> Demonstrates understanding that print has meaning.</p> <p><b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment.</p> <p><b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.</p>
Reading 1.0 Concepts About Print	60 Months	1.1 Display appropriate book handling behaviors and knowledge of print conventions.	<p><b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.</p> <p><b>LL-BK.2.B</b> Uses illustrations to tell a familiar story.</p> <p><b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p> <p><b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.</p> <p><b>LL-BK.2.E</b> 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><b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment.</p>
Reading 1.0 Concepts About Print	48 Months	1.2 Recognize print as something that can be read.	<p><b>LL-BK.3.AA</b> Identifies familiar images or logos in environmental print.</p> <p><b>LL-BK.3.A</b> Demonstrates understanding that print has meaning.</p> <p><b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment.</p> <p><b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p>
Reading 1.0 Concepts About Print	60 Months	1.2 Understand that print is something that is read and has specific meaning.	<p><b>LL-BK.3.D</b> Points to one word and one letter in an unfamiliar text or around the room.</p> <p><b>LL-BK.3.E</b> Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).</p> <p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p><b>LL-WR.1.D</b> Helps lead a shared writing experience with teacher or peers.</p> <p><b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p>

## LANGUAGE AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Reading 2.0 Phonological Awareness	48 Months	-	-
Reading 2.0 Phonological Awareness	60 Months	2.1 Orally blend and delete words and syllables without the support of pictures or objects.	<p><b>LL-PA.1.B</b> Blends two words to make a compound word.</p> <p><b>LL-PA.1.C</b> Segments compound words to identify the two words within the compound word.</p> <p><b>LL-PA.1.D</b> 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> <p><b>LL-PA.2.B</b> Segments the syllables in one- and two-syllable words verbally or nonverbally.</p> <p><b>LL-PA.2.D</b> Blends the syllables in two- to three-syllable words.</p>
Reading 2.0 Phonological Awareness	48 Months	-	-
Reading 2.0 Phonological Awareness	60 Months	2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.	<p><b>LL-PA.5.A</b> Repeats a list of three CVC words that have the same rime.</p> <p><b>LL-PA.5.B</b> Isolates the onset of CVC words.</p> <p><b>LL-PA.5.C</b> Isolates the rime of CVC words.</p> <p><b>LL-PA.5.D</b> Blends onset-rimes to form familiar CVC words.</p> <p><b>LL-PA.5.E</b> Segments onset-rimes in familiar CVC words.</p> <p><b>LL-PA.6.A</b> Repeats an individual sound.</p> <p><b>LL-PA.6.B</b> Blends a two-phoneme word with teacher support.</p> <p><b>LL-PA.6.C</b> Segments a two-phoneme word.</p> <p><b>LL-PA.6.D</b> Blends three phonemes in familiar CVC words.</p>
Reading 3.0 Alphabetics and Word/Print Recognition	48 Months	3.1 Recognize the first letter of own name.	<b>LL-AK.1.AA</b> Identifies the first letter in their name.
Reading 3.0 Alphabetics and Word/Print Recognition	60 Months	3.1 Recognize own name or other common words in print.	<p><b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p> <p><b>LL-BK.2.E</b> 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><b>LL-WR.7.A</b> Completes a sentence prompt with a written word using phonetic spelling.</p>

## LANGUAGE AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Reading 3.0 Alphabetics and Word/Print Recognition	48 Months	3.2 Match some letter names to their printed form.	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.
Reading 3.0 Alphabetics and Word/Print Recognition	60 Months	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	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.
Reading 3.0 Alphabetics and Word/Print Recognition	48 Months	-	-
Reading 3.0 Alphabetics and Word/Print Recognition	60 Months	3.3 Begin to recognize that letters have sounds.	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.
Reading 4.0 Comprehension and Analysis of Age-Appropriate Text	48 Months	4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. 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.C Identifies and answers questions about events in a story.

## LANGUAGE AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Reading</b></p> <p><b>4.0 Comprehension and Analysis of Age-Appropriate Text</b></p>	60 Months	<p><b>4.1</b> Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.</p>	<p><b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p><b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p><b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details.</p> <p><b>LL-NC.2.C</b> Uses events from the book to make a prediction about what might happen next.</p> <p><b>LL-NC.2.D</b> Makes inferences to answer simple "why" questions by using background knowledge and events in a text.</p> <p><b>LL-NC.2.E</b> Makes inferences and provides explanation and reasoning for events in a text or characters' actions.</p> <p><b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p><b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization)</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p>
<p><b>Reading</b></p> <p><b>4.0 Comprehension and Analysis of Age-Appropriate Text</b></p>	48 Months	<p><b>4.2</b> Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p>	<p><b>LL-NC.5.AA</b> Listens to a wide variety of informational texts read aloud.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p> <p><b>LL-NC.5.B</b> Recognizes that informational texts are a source of information.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>ATL.9.AA</b> Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).</p> <p><b>ATL.9.A</b> 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 Dramatic Play).</p> <p><b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.</p>
<p><b>Reading</b></p> <p><b>4.0 Comprehension and Analysis of Age-Appropriate Text</b></p>	60 Months	<p><b>4.2</b> Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p>	<p><b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p><b>LL-NC.5.D</b> Describes the relationship between an informational text and another text about a similar topic.</p> <p><b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p> <p><b>ATL.9.C</b> 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><b>ATL.9.D</b> 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><b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p><b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p>

## LANGUAGE AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Reading 5.0 Literacy Interest and Response	48 Months	5.1 Demonstrate enjoyment of literacy and literacy related activities.	<p>LL-BK.1.AA Requests that books be read by an adult.</p> <p>LL-BK.1.A Treats books with care.</p> <p>LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.</p> <p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>LL-BK.1.D Looks at books independently or with peers.</p> <p>LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p> <p>ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.</p>
Reading 5.0 Literacy Interest and Response	60 Months	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy related activities.	<p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>LL-BK.1.D Looks at books independently or with peers.</p> <p>LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.</p>
Reading 5.0 Literacy Interest and Response	48 Months	5.2 Engage in routines associated with literacy activities.	<p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</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> <p>SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p>
Reading 5.0 Literacy Interest and Response	60 Months	5.2 Engage in more complex routines associated with literacy activities.	<p>LL-BK.1.D Looks at books independently or with peers.</p> <p>SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p>SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>LL-NC.5.B Recognizes that informational texts are a source of information.</p>
Writing 1.0 Writing Strategies	48 Months	1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	<p>PD.3.AA Uses crayons or markers with some coordination.</p> <p>PD.3.A Draws vertical and horizontal lines with a model using a fist grip.</p> <p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p>

## LANGUAGE AND LITERACY

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Writing 1.0 Writing Strategies	60 Months	1.1 Adjust grasp and body position for increased control in drawing and writing.	<p><b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses.</p> <p><b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p><b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs.</p> <p><b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>
Writing 1.0 Writing Strategies	48 Months	1.2 Write using scribbles that are different from pictures.	<p><b>LL-WR.4.AA</b> Makes any mark on paper.</p> <p><b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p><b>LL-WR.5.AA</b> Scribbles and makes marks on paper.</p>
Writing 1.0 Writing Strategies	60 Months	1.2 Write letters or letter-like shapes to represent words or ideas.	<p><b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p><b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p><b>LL-WR.4.D</b> 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><b>LL-WR.4.E</b> Forms correct, intentional, and recognizable letters on the page when writing.</p> <p><b>LL-WR.5.A</b> Writes from the top of the page to the bottom when writing, even at the emergent writing stage.</p>
Writing 1.0 Writing Strategies	48 Months	1.3 Write marks to represent own name.	<p><b>LL-WR.3.AA</b> 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><b>LL-WR.3.A</b> 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>
Writing 1.0 Writing Strategies	60 Months	1.3 Write first name nearly correctly.	<p><b>LL-WR.3.C</b> 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.</p> <p><b>LL-WR.3.D</b> 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.</p> <p><b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>

## ENGLISH-LANGUAGE DEVELOPMENT

*Note: In Every Child Ready, children are encouraged to use their home language, as well as nonverbal and verbal forms of communication. Every Child Ready is also provided in English and Spanish. Every Child Ready standards would be applicable for children's development in both their home language as well as other languages they might be learning.*

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Listening</b> <b>1.0 Children listen with understanding.</b> <b>Focus: Beginning words</b>	Beginning	<b>1.1</b> Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	<b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions. <b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects. <b>LL-LC.4.AA</b> Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. <b>ATL.2.AA</b> Observes others in play and participates in an activity next to other children (onlooker/parallel play). <b>SE.5.AA</b> Mostly engages in play on own, but notices or takes an interest in peer or social situations. <b>SE.3.AA</b> Responds to own name. <b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).
<b>Listening</b> <b>1.0 Children listen with understanding.</b> <b>Focus: Beginning words</b>	Middle	<b>1.1</b> Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	<b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects. <b>SE.3.AA</b> Responds to own name. <b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories. <b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).
<b>Listening</b> <b>1.0 Children listen with understanding.</b> <b>Focus: Beginning words</b>	Later	<b>1.1</b> Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.	<b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories. <b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects. <b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.
<b>Listening</b> <b>1.0 Children listen with understanding.</b> <b>Focus: Requests and directions</b>	Beginning	<b>1.2</b> Begin to follow simple directions in English, especially when there are contextual clues.	<b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects. <b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).
<b>Listening</b> <b>1.0 Children listen with understanding.</b> <b>Focus: Requests and directions</b>	Middle	<b>1.2</b> Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual clues.	<b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects. <b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).

## ENGLISH-LANGUAGE DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Listening</b></p> <p><b>1.0 Children listen with understanding.</b></p> <p><b>Focus: Requests and directions</b></p>	Later	<b>1.2</b> Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	<p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.</p>
<p><b>Listening</b></p> <p><b>1.0 Children listen with understanding.</b></p> <p><b>Focus: Basic and advanced concepts</b></p>	Beginning	<b>1.3</b> Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistance, or others, with the assistance of an interpreter if necessary).	<p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p>
<p><b>Listening</b></p> <p><b>1.0 Children listen with understanding.</b></p> <p><b>Focus: Basic and advanced concepts</b></p>	Middle	<b>1.3</b> Begin to demonstrate an understanding of words in English related to basic concepts.	<p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p>
<p><b>Listening</b></p> <p><b>1.0 Children listen with understanding.</b></p> <p><b>Focus: Basic and advanced concepts</b></p>	Later	<b>1.3</b> Demonstrate an understanding of words in English related to more advanced concepts.	<p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p>
<p><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b>Focus: Communication of needs</b></p>	Beginning	<b>1.1</b> Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	<p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p><b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions.</p> <p><b>LL-LC.4.AA</b> Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b>Focus: Communication of needs</b></p>	Middle	<p><b>1.1</b> Combine nonverbal and some verbal communication to be understood by others (may code-switch-that is, use the home language and English - and use telegraphic and/or formulaic speech).</p>	<p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.  <b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions.  <b>LL-LC.4.AA</b> Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.  <b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.  <b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.  <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p>
<p><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b>Focus: Communication of needs</b></p>	Later	<p><b>1.1</b> Show increasing reliance on verbal communication in English to be understood by others.</p>	<p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.  <b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.  <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.  <b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.  <b>LL-LC.4.A</b> Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p>
<p><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b>Focus: Vocabulary production</b></p>	Beginning	<p><b>1.2</b> Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p>	<p><b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment.  <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.  <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>
<p><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b>Focus: Vocabulary production</b></p>	Middle	<p><b>1.2</b> Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).</p>	<p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.  <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.  <b>LL-LC.5.A</b> Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p>Speaking</p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p>Focus: Vocabulary production</p>	Later	<p><b>1.2</b> Use new English vocabulary to share knowledge of concepts.</p>	<p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.  <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.  <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p>
<p>Speaking</p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p>Focus: Conversation</p>	Beginning	<p><b>1.3</b> Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><b>LL-LC.4.A</b> Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.  <b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.  <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p>
<p>Speaking</p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p>Focus: Conversation</p>	Middle	<p><b>1.3</b> Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).</p>	<p><b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.  <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.  <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p>
<p>Speaking</p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p>Focus: Conversation</p>	Later	<p><b>1.3</b> Sustain a conversation in English about a variety of topics.</p>	<p><b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.  <b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b>Focus: Utterance length and complexity</b></p>	Beginning	<p><b>1.4</b> Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.5.D</b> 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><b>LL-LC.2.D</b> 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><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b>Focus: Utterance length and complexity</b></p>	Middle	<p><b>1.4</b> Use two- and three-word utterances in English to communicate.</p>	<p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p>
<p><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b>Focus: Utterance length and complexity</b></p>	Later	<p><b>1.4.</b> Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).</p>	<p><b>LL-LC.2.D</b> 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><b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p><b>LL-LC.5.D</b> 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><b>LL-LC.5.E</b> 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>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b>Focus: Grammar</b></p>	Beginning	<p><b>1.5</b> Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><b>LL-LC.5.AA</b> Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p><b>LL-LC.5.A</b> Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p> <p><b>LL-LC.5.B</b> Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").</p> <p><b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p><b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.2.D</b> 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><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>
<p><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b>Focus: Grammar</b></p>	Middle	<p><b>1.5</b> Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.</p>	<p><b>LL-LC.5.AA</b> Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p><b>LL-LC.5.A</b> Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p> <p><b>LL-LC.5.B</b> Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").</p> <p><b>LL-LC.2.D</b> 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><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p>
<p><b>Speaking</b></p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p><b>Focus: Grammar</b></p>	Later	<p><b>1.5</b> Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.</p>	<p><b>LL-LC.5.B</b> Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").</p> <p><b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p><b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.2.D</b> 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><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p>Speaking</p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p>Focus: Inquiry</p>	Beginning	<p><b>1.6</b> Ask a variety of types of questions (e.g., "what," "why," "how," "when," and "where") in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><b>LL-LC.2.D</b> 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><b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p>
<p>Speaking</p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p>Focus: Inquiry</p>	Middle	<p><b>1.6</b> Begin to use "what" and "why" questions in English, sometimes with errors.</p>	<p><b>LL-LC.2.D</b> 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>Speaking</p> <p><b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b></p> <p>Focus: Inquiry</p>	Later	<p><b>1.6</b> Begin to use "what," "why," "how," "when," and "where" questions in more complete forms in English, sometimes with errors.</p>	<p><b>LL-LC.2.D</b> 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><b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p>
<p>Speaking</p> <p><b>2.0 Children begin to understand and use social conventions in English.</b></p> <p>Focus: Social Conventions</p>	Beginning	<p><b>2.1</b> Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><b>SE.5.D</b> 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><b>LL-LC.4.E</b> Modifies conversations based on the context or listener.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>

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<p><b>Speaking</b></p> <p><b>2.0 Children begin to understand and use social conventions in English.</b></p> <p><b>Focus: Social Conventions</b></p>	Middle	<p><b>2.1</b> Demonstrate a beginning understanding of English social conventions.</p>	<p><b>SE.5.D</b> 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><b>LL-LC.4.E</b> Modifies conversations based on the context or listener.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>
<p><b>Speaking</b></p> <p><b>2.0 Children begin to understand and use social conventions in English.</b></p> <p><b>Focus: Social Conventions</b></p>	Later	<p><b>2.1</b> Appropriately use words and tone of voice associated with social conventions in English.</p>	<p><b>SE.5.D</b> 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><b>LL-LC.4.E</b> Modifies conversations based on the context or listener.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>
<p><b>Speaking</b></p> <p><b>3.0 Children use language to create oral narratives about their personal experiences.</b></p> <p><b>Focus: Narrative development</b></p>	Beginning	<p><b>3.1</b> Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p><b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases.</p> <p><b>LL-NC.4.C</b> Constructs a personal narrative with three or more events which may be out of order, include omissions, or deviations to other topics.</p> <p><b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence.</p>
<p><b>Speaking</b></p> <p><b>3.0 Children use language to create oral narratives about their personal experiences.</b></p> <p><b>Focus: Narrative development</b></p>	Middle	<p><b>3.1</b> Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).</p>	<p><b>LL-NC.4.AA</b> Says or reenacts one event in a personal narrative by using at least one word.</p> <p><b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p><b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases.</p> <p><b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p><b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Speaking</b></p> <p><b>3.0 Children use language to create oral narratives about their personal experiences.</b></p> <p><b>Focus: Narrative development</b></p>	Later	<b>3.1</b> Produce simple narratives in English that are real or fictional.	<p><b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase.</p> <p><b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases.</p> <p><b>LL-NC.4.C</b> Constructs a personal narrative with three or more events which may be out of order, include omissions, or deviations to other topics.</p> <p><b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.</p>
<p><b>Reading</b></p> <p><b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</b></p> <p><b>Focus: Participate in read-aloud activity.</b></p>	Beginning	<b>1.1</b> Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	<p><b>LL-BK.1.AA</b> Requests that books be read by an adult.</p> <p><b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.</p> <p><b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud.</p>
<p><b>Reading</b></p> <p><b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</b></p> <p><b>Focus: Participate in read-aloud activity.</b></p>	Middle	<b>1.1</b> Begin to participate in reading activities, using books written in English when the language is predictable.	<p><b>LL-NC.3.AA</b> Joins in acting out a book as it's read aloud.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p> <p><b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories.</p>
<p><b>Reading</b></p> <p><b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</b></p> <p><b>Focus: Participate in read-aloud activity.</b></p>	Later	<b>1.1</b> Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	<p><b>LL-NC.3.AA</b> Joins in acting out a book as it's read aloud.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p> <p><b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories.</p> <p><b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p>Reading</p> <p><b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</b></p> <p>Focus: Interest in books and reading</p>	Beginning	<p><b>1.2</b> "Read" familiar books written in the home language or in English when encouraged by others and if, in the home language, talk about the books.</p>	<p><b>LL-BK.2.B</b> Uses illustrations to tell a familiar story.  <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.  <b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.</p>
<p>Reading</p> <p><b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</b></p> <p>Focus: Interest in books and reading</p>	Middle	<p><b>1.2</b> Choose to "read" familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.</p>	<p><b>LL-BK.1.D</b> Looks at books independently or with peers.  <b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.  <b>LL-BK.2.B</b> Uses illustrations to tell a familiar story.  <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.  <b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.</p>
<p>Reading</p> <p><b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</b></p> <p>Focus: Interest in books and reading</p>	Later	<p><b>1.2</b> Choose to "read" familiar books written in English with increasing independence and talk about the books in English.</p>	<p><b>LL-BK.1.D</b> Looks at books independently or with peers.  <b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.  <b>LL-BK.2.B</b> Uses illustrations to tell a familiar story.  <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.  <b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.</p>
<p>Reading</p> <p><b>2.0 Children show an increasing understanding of book reading.</b></p> <p>Focus: Personal connections to the story</p>	Beginning	<p><b>2.1</b> Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><b>LL-NC.2.D</b> Makes inferences to answer simple "why" questions by using background knowledge and events in a text.  <b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.  <b>ATL.9.A</b> 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 Dramatic Play).  <b>ATL.9.C</b> 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>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p>Reading</p> <p><b>2.0 Children show an increasing understanding of book reading.</b></p> <p>Focus: Personal connections to the story</p>	Middle	<p><b>2.1</b> Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</p>	<p><b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p><b>ATL.9.A</b> 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 Dramatic Play).</p> <p><b>ATL.9.C</b> 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>Reading</p> <p><b>2.0 Children show an increasing understanding of book reading.</b></p> <p>Focus: Personal connections to the story</p>	Later	<p><b>2.1</b> Begin to engage in extended conversations in English about stories.</p>	<p><b>LL-NC.2.D</b> Makes inferences to answer simple "why" questions by using background knowledge and events in a text.</p> <p><b>LL-NC.1.C</b> Identifies and answers questions about events in a story.</p> <p><b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story.</p> <p><b>LL-NC.2.E</b> Makes inferences and provides explanation and reasoning for events in a text or characters' actions.</p>
<p>Reading</p> <p><b>2.0 Children show an increasing understanding of book reading.</b></p> <p>Focus: Story structure</p>	Beginning	<p><b>2.2</b> Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p><b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p><b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p>
<p>Reading</p> <p><b>2.0 Children show an increasing understanding of book reading.</b></p> <p>Focus: Story structure</p>	Middle	<p><b>2.2</b> Retell a story in the home language when read or told a story in the home language and some English when read or told a story in English.</p>	<p><b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p><b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p>

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<p>Reading</p> <p><b>2.0 Children show an increasing understanding of book reading.</b></p> <p>Focus: Story structure</p>	Later	<p><b>2.2</b> Retell in English the majority of a story read or told in English.</p>	<p><b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p><b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p>
<p>Reading</p> <p><b>3.0 Children demonstrate an understanding of print conventions.</b></p> <p>Focus: Book handling</p>	Beginning	<p><b>3.1</b> Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</p>	<p><b>LL-BK.2.AA</b> Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.</p> <p><b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.</p> <p><b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.</p>
<p>Reading</p> <p><b>3.0 Children demonstrate an understanding of print conventions.</b></p> <p>Focus: Book handling</p>	Middle	<p><b>3.1</b> Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.</p>	<p><b>LL-BK.2.AA</b> Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.</p> <p><b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.</p> <p><b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.</p> <p><b>LL-BK.2.E</b> 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>Reading</p> <p><b>3.0 Children demonstrate an understanding of print conventions.</b></p> <p>Focus: Book handling</p>	Later	<p><b>3.1</b> Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.</p>	<p><b>LL-BK.2.AA</b> Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.</p> <p><b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.</p> <p><b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.</p> <p><b>LL-BK.2.E</b> 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>

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<p>Reading</p> <p><b>4.0 Children demonstrate awareness that print carries meaning.</b></p> <p>Focus: Environmental print</p>	Beginning	<p><b>4.1</b> Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</p>	<p><b>LL-BK.3.AA</b> Identifies familiar images or logos in environmental print.  <b>LL-BK.3.A</b> Demonstrates understanding that print has meaning.  <b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p>
<p>Reading</p> <p><b>4.0 Children demonstrate awareness that print carries meaning.</b></p> <p>Focus: Environmental print</p>	Middle	<p><b>4.1</b> Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.</p>	<p><b>LL-BK.3.AA</b> Identifies familiar images or logos in environmental print.  <b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.  <b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment.  <b>LL-BK.2.E</b> 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>Reading</p> <p><b>4.0 Children demonstrate awareness that print carries meaning.</b></p> <p>Focus: Environmental print</p>	Later	<p><b>4.1</b> Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.</p>	<p><b>LL-BK.3.AA</b> Identifies familiar images or logos in environmental print.  <b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.  <b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment.  <b>LL-BK.2.E</b> 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>Reading</p> <p><b>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</b></p> <p>Focus: Letter awareness</p>	Beginning	<p><b>5.1</b> Interact with material representing the letters of the English alphabet.</p>	<p><b>LL-BK.3.D</b> Points to one word and one letter in an unfamiliar text or around the room.  <b>LL-AK.1.C</b> Identifies up to 20 uppercase or lowercase letters.  <b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.  <b>LL-BK.2.E</b> 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>

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<p>Reading</p> <p>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</p> <p>Focus: Letter awareness</p>	Middle	<p>5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).</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.C Identifies up to 20 uppercase or lowercase letters.            LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.</p>
<p>Reading</p> <p>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</p> <p>Focus: Letter awareness</p>	Later	<p>5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</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.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).</p>
<p>Reading</p> <p>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</p> <p>Focus: Letter recognition</p>	Beginning	<p>5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</p>	<p>LL-AK.1.AA Identifies the first letter in their name.</p>
<p>Reading</p> <p>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</p> <p>Focus: Letter recognition</p>	Middle	<p>5.2 Identify some letters of the alphabet in English.</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.C Identifies up to 20 uppercase or lowercase letters.</p>

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<p>Reading</p> <p>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</p> <p>Focus: Letter recognition</p>	Later	5.2 Identify ten or more letters of the alphabet in English.	<p>LL-AK.1.B Identifies up to ten uppercase or lowercase letters.</p> <p>LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.</p> <p>LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.</p>
<p>Reading</p> <p>6.0 Children demonstrate phonological awareness.</p> <p>Focus: Rhyming</p>	Beginning	6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	<p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</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>Reading</p> <p>6.0 Children demonstrate phonological awareness.</p> <p>Focus: Rhyming</p>	Middle	6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	<p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</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>Reading</p> <p>6.0 Children demonstrate phonological awareness.</p> <p>Focus: Rhyming</p>	Later	6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	<p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</p> <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>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>

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<p>Reading</p> <p><b>6.0 Children demonstrate phonological awareness.</b></p> <p>Focus: Onset (initial sound)</p>	Beginning	<p><b>6.2</b> Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</p>	<p><b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."  <b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories.  <b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.  <b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p>
<p>Reading</p> <p><b>6.0 Children demonstrate phonological awareness.</b></p> <p>Focus: Onset (initial sound)</p>	Middle	<p><b>6.2</b> Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.</p>	<p><b>LL-PA.4.A</b> Identifies the initial consonant sounds in familiar words (no blends and digraphs).  <b>LL-PA.4.B</b> Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).</p>
<p>Reading</p> <p><b>6.0 Children demonstrate phonological awareness.</b></p> <p>Focus: Onset (initial sound)</p>	Later	<p><b>6.2</b> Recognize and produce words that have a similar onset (initial sound) in English.</p>	<p><b>LL-PA.4.A</b> Identifies the initial consonant sounds in familiar words (no blends and digraphs).  <b>LL-PA.4.B</b> Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).  <b>LL-PA.4.C</b> Produces words that have the same initial sound when given a consonant sound.</p>
<p>Reading</p> <p><b>6.0 Children demonstrate phonological awareness.</b></p> <p>Focus: Sound differences in the home language and English</p>	Beginning	<p><b>6.3</b> Attend to and manipulate different sounds or tones in words and in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)</p>	<p><b>LL-PA.6.AA</b> Participates in phoneme activities with teachers.  <b>LL-PA.6.A</b> Repeats an individual sound.  <b>LL-PA.3.AA</b> Imitates common sounds like a duck (quack, quack) or train (choo, choo).  <b>LL-PA.4.AA</b> Listens to and repeats the correct beginning sounds.  <b>LL-PA.4.A</b> Identifies the initial consonant sounds in familiar words (no blends and digraphs).  <b>LL-PA.5.AA</b> Participates in onset-rime activities with teachers.</p>

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<p>Reading</p> <p><b>6.0 Children demonstrate phonological awareness.</b></p> <p><b>Focus: Sound differences in the home language and English</b></p>	Middle	<p><b>6.3</b> Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</p>	<p><b>LL-PA.6.AA</b> Participates in phoneme activities with teachers.</p> <p><b>LL-PA.6.A</b> Repeats an individual sound.</p> <p><b>LL-PA.2.AA</b> Repeats one-syllable words or participates in games and word play involving one-syllable words.</p> <p><b>LL-PA.1.AA</b> 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>Reading</p> <p><b>6.0 Children demonstrate phonological awareness.</b></p> <p><b>Focus: Sound differences in the home language and English</b></p>	Later	<p><b>6.3</b> Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>	<p><b>LL-PA.6.B</b> Blends a two-phoneme word with teacher support.</p> <p><b>LL-PA.6.C</b> Segments a two-phoneme word.</p> <p><b>LL-PA.5.B</b> Isolates the onset of CVC words.</p> <p><b>LL-PA.5.C</b> Isolates the rime of CVC words.</p> <p><b>LL-PA.4.B</b> Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).</p> <p><b>LL-PA.4.C</b> Produces words that have the same initial sound when given a consonant sound.</p> <p><b>LL-PA.4.D</b> Identifies the final consonant sound in one-syllable words.</p>
<p>Writing</p> <p><b>1.0 Children use writing to communicate their ideas.</b></p> <p><b>Focus: Writing as communication</b></p>	Beginning	<p><b>1.1</b> Begin to understand that writing can be used to communicate.</p>	<p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.1.A</b> Observes and nonverbally or verbally responds to a shared writing experience led by a teacher.</p>
<p>Writing</p> <p><b>1.0 Children use writing to communicate their ideas.</b></p> <p><b>Focus: Writing as communication</b></p>	Middle	<p><b>1.1</b> Begin to understand that what is said in the home language or in English can be written down and read by others.</p>	<p><b>LL-WR.1.A</b> Observes and nonverbally or verbally responds to a shared writing experience led by a teacher.</p> <p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p>

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<p>Writing</p> <p><b>1.0 Children use writing to communicate their ideas.</b></p> <p>Focus: Writing as communication</p>	Later	<p><b>1.1</b> Develop an increasing understanding that what is said in English can be written down and read by others.</p>	<p><b>LL-WR.1.A</b> Observes and nonverbally or verbally responds to a shared writing experience led by a teacher.</p> <p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.</p>
<p>Writing</p> <p><b>1.0 Children use writing to communicate their ideas.</b></p> <p>Focus: Writing to represent words or ideas</p>	Beginning	<p><b>1.2</b> Begin to demonstrate an awareness that written language can be in the home language or in English.</p>	<p><b>LL-WR.1.A</b> Observes and nonverbally or verbally responds to a shared writing experience led by a teacher.</p> <p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>ATL.9.A</b> 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 Dramatic Play).</p>
<p>Writing</p> <p><b>1.0 Children use writing to communicate their ideas.</b></p> <p>Focus: Writing to represent words or ideas</p>	Middle	<p><b>1.2</b> Begin to use marks or symbols to represent spoken language in the home language or in English.</p>	<p><b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p>
<p>Writing</p> <p><b>1.0 Children use writing to communicate their ideas.</b></p> <p>Focus: Writing to represent words or ideas</p>	Later	<p><b>1.2</b> Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p>	<p><b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p><b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p><b>LL-WR.4.D</b> 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>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p>Writing</p> <p><b>1.0 Children use writing to communicate their ideas.</b></p> <p>Focus: Writing their name</p>	Beginning	<b>1.3</b> Write marks to represent their own name in a way that may resemble how it is written in the home language.	<p><b>LL-WR.3.AA</b> 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><b>LL-WR.3.A</b> 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><b>ATL.9.AA</b> Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).</p>
<p>Writing</p> <p><b>1.0 Children use writing to communicate their ideas.</b></p> <p>Focus: Writing their name</p>	Middle	<b>1.3</b> Attempt to copy their own name in English or in the writing system of their home language.	<p><b>LL-WR.3.B</b> Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.3.C</b> 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.</p> <p><b>LL-WR.3.D</b> 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.</p>
<p>Writing</p> <p><b>1.0 Children use writing to communicate their ideas.</b></p> <p>Focus: Writing their name</p>	Later	<b>1.3</b> Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.	<p><b>LL-WR.3.D</b> 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.</p> <p><b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>

## MATHEMATICS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p>Number Sense</p> <p><b>1.0 Children begin to understand numbers and quantities in their everyday environment.</b></p>	48 Months	<b>1.1</b> Recite numbers in order to ten with increasing accuracy.	<p><b>M-NC.1.AA</b> Says number words in order from 1–2 from memory.</p> <p><b>M-NC.1.A</b> Says number words in order from 1–3 from memory.</p> <p><b>M-NC.1.B</b> Says number words in order from 1–5 from memory.</p> <p><b>M-NC.1.C</b> Says number words in order from 1–7 from memory.</p> <p><b>M-NC.1.D</b> Says number words in order from 1–10 from memory.</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Number Sense</b> <b>1.0 Children expand their understanding of numbers and quantities in their everyday environment.</b>	60 Months	<b>1.1</b> Recite numbers in order to twenty with increasing accuracy.	<b>M-NC.1.A</b> Says number words in order from 1–3 from memory. <b>M-NC.1.B</b> Says number words in order from 1–5 from memory. <b>M-NC.1.C</b> Says number words in order from 1–7 from memory. <b>M-NC.1.D</b> Says number words in order from 1–10 from memory. <b>M-NC.1.E</b> Says number words in order from 1–20 from memory.
<b>Number Sense</b> <b>1.0 Children begin to understand numbers and quantities in their everyday environment.</b>	48 Months	<b>1.2</b> Begin to recognize and name a few written numerals.	<b>M-NC.5.AA</b> Say the names of numerals 0–2 shown in random order. <b>M-NC.5.A</b> Says the names of numerals 1–3 shown in random order. <b>M-NC.5.B</b> Says the names of numerals 0–5 shown in random order. <b>M-NC.5.C</b> Says the names of numerals 0–7 shown in random order. <b>M-NC.5.D</b> Says the names of numerals 0–10 shown in random order.
<b>Number Sense</b> <b>1.0 Children expand their understanding of numbers and quantities in their everyday environment.</b>	60 Months	<b>1.2</b> Recognize and know the name of some written numerals.	<b>M-NC.5.AA</b> Say the names of numerals 0–2 shown in random order. <b>M-NC.5.A</b> Says the names of numerals 1–3 shown in random order. <b>M-NC.5.B</b> Says the names of numerals 0–5 shown in random order. <b>M-NC.5.C</b> Says the names of numerals 0–7 shown in random order. <b>M-NC.5.D</b> Says the names of numerals 0–10 shown in random order. <b>M-NC.5.E</b> Says the names of numerals 0–20 shown in random order.
<b>Number Sense</b> <b>1.0 Children begin to understand numbers and quantities in their everyday environment.</b>	48 Months	<b>1.3</b> Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	<b>M-NC.3.AA</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–2. <b>M-NC.3.A</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
<b>Number Sense</b> <b>1.0 Children expand their understanding of numbers and quantities in their everyday environment.</b>	60 Months	<b>1.3</b> Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	<b>M-NC.3.AA</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–2. <b>M-NC.3.A</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–3.

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Number Sense</b> <b>1.0 Children begin to understand numbers and quantities in their everyday environment.</b>	48 Months	<b>1.4</b> Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	<b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting from 1–3. <b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5.
<b>Number Sense</b> <b>1.0 Children expand their understanding of numbers and quantities in their everyday environment.</b>	60 Months	<b>1.4</b> Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	<b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7. <b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10. <b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5.
<b>Number Sense</b> <b>1.0 Children begin to understand numbers and quantities in their everyday environment.</b>	48 Months	<b>1.5</b> Use the number name of the last object counted to answer the question, “How many . . . ?”	<b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted. <b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted. <b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted.
<b>Number Sense</b> <b>1.0 Children expand their understanding of numbers and quantities in their everyday environment.</b>	60 Months	<b>1.5</b> Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	<b>M-NC.3.E</b> Creates sets of 0–10 and uses cardinality to identify the last number counted. <b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted. <b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted. <b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted.
<b>Number Sense</b> <b>2.0 Children begin to understand number relationships and operations in their everyday environment.</b>	48 Months	<b>2.1</b> Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”	<b>M-NC.4.AA</b> Compares two groups to identify which has more or less for quantities 0–5 without matching or counting. <b>M-NC.4.A</b> Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Number Sense</b></p> <p><b>2.0 Children expand their understanding of number relationships and operations in their everyday environment.</b></p>	60 Months	<p><b>2.1</b> Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less").</p>	<p><b>M-NC.4.B</b> Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.</p> <p><b>M-NC.4.C</b> 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><b>Number Sense</b></p> <p><b>2.0 Children begin to understand number relationships and operations in their everyday environment.</b></p>	48 Months	<p><b>2.2</b> Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.</p>	<p><b>M-NC.7.AA</b> Demonstrates an understanding that combining two sets increases the total quantity.</p> <p><b>M-NC.8.AA</b> Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p> <p><b>M-NC.7.A</b> Demonstrates an understanding that adding one more increases the amount of a set.</p> <p><b>M-NC.8.A</b> Demonstrates an understanding that removing one object decreases the amount in a set.</p>
<p><b>Number Sense</b></p> <p><b>2.0 Children expand their understanding of number relationships and operations in their everyday environment.</b></p>	60 Months	<p><b>2.2</b> Understand that adding one or taking away one changes the number in a small group of objects by exactly one.</p>	<p><b>M-NC.8.A</b> Demonstrates an understanding that removing one object decreases the amount in a set.</p> <p><b>M-NC.7.A</b> Demonstrates an understanding that adding one more increases the amount of a set.</p>
<p><b>Number Sense</b></p> <p><b>2.0 Children begin to understand number relationships and operations in their everyday environment.</b></p>	48 Months	<p><b>2.3</b> Understand that putting two groups of objects together will make a bigger group.</p>	<p><b>M-NC.7.AA</b> Demonstrates an understanding that combining two sets increases the total quantity.</p> <p><b>M-NC.8.AA</b> Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p>

# MATHEMATICS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Number Sense</b></p> <p><b>2.0 Children expand their understanding of number relationships and operations in their everyday environment.</b></p>	60 Months	<p><b>2.3</b> Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.</p>	<p><b>M-NC.7.AA</b> Demonstrates an understanding that combining two sets increases the total quantity.  <b>M-NC.8.AA</b> Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p>
<p><b>Number Sense</b></p> <p><b>2.0 Children begin to understand number relationships and operations in their everyday environment.</b></p>	48 Months	<p><b>2.4</b> Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).</p>	<p><b>M-NC.7.B</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.  <b>M-NC.8.B</b> Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p>
<p><b>Number Sense</b></p> <p><b>2.0 Children expand their understanding of number relationships and operations in their everyday environment.</b></p>	60 Months	<p><b>2.4</b> Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.</p>	<p><b>M-NC.7.C</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7.  <b>M-NC.7.D</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.  <b>M-NC.7.E</b> 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.  <b>M-NC.8.C</b> Counts a set of 1–7 objects. Takes objects away and counts how many are left.  <b>M-NC.8.D</b> Counts a set of 1–10 objects. Takes objects away and counts how many are left.  <b>M-NC.8.E</b> Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p>
<p><b>Algebra and Functions (Classification and Patterning)</b></p> <p><b>1.0 Children begin to sort and classify objects in their everyday environment.</b></p>	48 Months	<p><b>1.1</b> Sort and classify objects by one attribute into two or more groups, with increasing accuracy.</p>	<p><b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.  <b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.  <b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.</p>

# MATHEMATICS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Algebra and Functions (Classification and Patterning)</b></p> <p><b>1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.</b></p>	60 Months	<p><b>1.1</b> Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).</p>	<p><b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.</p> <p><b>M-PFA.1.D</b> Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute.</p> <p><b>M-PFA.1.E</b> Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.</p>
<p><b>Algebra and Functions</b></p> <p><b>2.0 Children begin to recognize simple, repeating patterns.</b></p>	48 Months	<p><b>2.1</b> Begin to identify or recognize a simple repeating pattern.</p>	<p><b>M-PFA.3.AA</b> Copies simple AB patterns through rhythm and movement.</p> <p><b>M-PFA.3.A</b> Uses objects, rhythm, or movement to copy simple AB patterns.</p>
<p><b>Algebra and Functions</b></p> <p><b>2.0 Children expand their understanding of simple, repeating patterns.</b></p>	60 Months	<p><b>2.1</b> Recognize and duplicate simple repeating patterns.</p>	<p><b>M-PFA.3.A</b> Uses objects, rhythm, or movement to copy simple AB patterns.</p> <p><b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p><b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p>
<p><b>Algebra and Functions</b></p> <p><b>2.0 Children begin to recognize simple, repeating patterns.</b></p>	48 Months	<p><b>2.2</b> Attempt to create a simple repeating pattern or participate in making one.</p>	<p><b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns.</p> <p><b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p><b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p>
<p><b>Algebra and Functions</b></p> <p><b>2.0 Children expand their understanding of simple, repeating patterns.</b></p>	60 Months	<p><b>2.2</b> Begin to extend and create simple repeating patterns.</p>	<p><b>M-PFA.3.A</b> Uses objects, rhythm, or movement to copy simple AB patterns.</p> <p><b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p><b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p><b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns.</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Measurement</b> <b>1.0 Children begin to compare and order objects.</b>	48 Months	<b>1.1</b> Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.	<b>M-M.1.AA</b> Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. <b>M-M.1.A</b> Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. <b>M-M.1.B</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. <b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"
<b>Measurement</b> <b>1.0 Children expand their understanding of comparing, ordering, and measuring objects.</b>	60 Months	<b>1.1</b> Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	<b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?" <b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" <b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.
<b>Measurement</b> <b>1.0 Children begin to compare and order objects.</b>	48 Months	<b>1.2</b> Order three objects by size.	<b>M-PFA.2.AA</b> Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. <b>M-PFA.2.A</b> Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. <b>M-PFA.2.B</b> Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
<b>Measurement</b> <b>1.0 Children expand their understanding of comparing, ordering, and measuring objects.</b>	60 Months	<b>1.2</b> Order four or more objects by size.	<b>M-PFA.2.C</b> Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. <b>M-PFA.2.D</b> Uses ordinal numbers to order and describe relative position for up to three objects. <b>M-PFA.2.E</b> Orders groups of different amounts using numerical order.
<b>Measurement</b> <b>1.0 Children expand their understanding of comparing, ordering, and measuring objects.</b>	48 Months	-	-

# MATHEMATICS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Measurement</b> <b>1.0 Children expand their understanding of comparing, ordering, and measuring objects.</b>	60 Months	<b>1.3</b> Measure length using multiple duplicates of the same-size concrete units laid end to end.	<b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?" <b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" <b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.
<b>Geometry</b> <b>1.0 Children begin to identify and use common shapes in their everyday environment.</b>	48 Months	<b>1.1</b> Identify simple two-dimensional shapes, such as a circle and square.	<b>M-GS.1.AA</b> Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.
<b>Geometry</b> <b>1.0 Children identify and use a variety of shapes in their everyday environment.</b>	60 Months	<b>1.1</b> Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	<b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. <b>M-GS.1.E</b> Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). <b>M-GS.2.B</b> Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. <b>M-GS.2.C</b> 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. <b>M-GS.2.D</b> 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. <b>M-GS.2.E</b> Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.
<b>Geometry</b> <b>1.0 Children begin to identify and use common shapes in their everyday environment.</b>	48 Months	<b>1.2</b> Use individual shapes to represent different elements of a picture or design.	<b>M-GS.2.AA</b> Uses simple shape puzzles to create common two-dimensional shapes. <b>M-GS.2.A</b> Constructs any recognizable or unrecognizable shape with materials.
<b>Geometry</b> <b>1.0 Children identify and use a variety of shapes in their everyday environment.</b>	60 Months	<b>1.2</b> Combine different shapes to create a picture or design.	<b>M-GS.2.C</b> 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. <b>M-GS.2.D</b> 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.

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Geometry</b></p> <p><b>2.0 Children begin to understand positions in space.</b></p>	48 Months	<p><b>2.1</b> Identify positions of objects and people in space, such as in/on/ under, up/down, and inside/outside.</p>	<p><b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.</p> <p><b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p>
<p><b>Geometry</b></p> <p><b>2.0 Children expand their understanding of positions in space.</b></p>	60 Months	<p><b>2.1</b> Identify positions of objects and people in space, including in/on/ under, up/down, inside/outside, beside/between, and in front/behind.</p>	<p><b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p><b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p><b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").</p> <p><b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p> <p><b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.</p> <p><b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p>
<p><b>Mathematical Reasoning</b></p> <p><b>1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.</b></p>	48 Months	<p><b>1.1</b> Begin to apply simple mathematical strategies to solve problems in their environment.</p>	<p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>ATL.9.A</b> 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 Dramatic Play).</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>ATL.9.C</b> 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><b>Mathematical Reasoning</b></p> <p><b>1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.</b></p>	60 Months	<p><b>1.1</b> Identify and apply a variety of mathematical strategies to solve problems in their environment.</p>	<p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p><b>ATL.9.C</b> 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><b>ATL.9.D</b> 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><b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p><b>ATL.5.D</b> 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><b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.</p>

## VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Visual Art 1.0 Notice, Respond, and Engage	48 Months	1.1 Notice and communicate about objects or forms that appear in art.	<p><b>C-ARTS.5.AA</b> Shows enthusiasm and curiosity about different types of creative arts.</p> <p><b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p><b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p>
Visual Art 1.0 Notice, Respond, and Engage	60 Months	1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	<p><b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance.</p> <p><b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations.</p> <p><b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.</p> <p><b>C-ARTS.5.E</b> Interprets the art of others by describing what they see and identifying a theme.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.D</b> 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>
Visual Art 1.0 Notice, Respond, and Engage	48 Months	1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	<p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>LL-WR.4.AA</b> Makes any mark on paper.</p> <p><b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p><b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance.</p> <p><b>PD.3.AA</b> Uses crayons or markers with some coordination.</p>
Visual Art 1.0 Notice, Respond, and Engage	60 Months	1.2 Begin to plan art and show increasing care and persistence in completing it.	<p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product.</p> <p><b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p> <p><b>ATL.8.E</b> Plans simple steps for future activity goal.</p>

## VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Visual Art 1.0 Notice, Respond, and Engage	48 Months	1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	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.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.3.D Plans for and creates art using preferred art materials, tools, and techniques.
Visual Art 1.0 Notice, Respond, and Engage	60 Months	1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	C-ARTS.5.C Recognizes and discusses differences in artistic creations. 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.
Visual Art 1.0 Notice, Respond, and Engage	48 Months	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	C-ARTS.3.E Reviews their original art and makes changes to the final product. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
Visual Art 1.0 Notice, Respond, and Engage	60 Months	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.	C-ARTS.3.E Reviews their original art and makes changes to the final product. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
Visual Art 2.0 Develop Skills in Visual Art	48 Months	2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	LL-WR.4.AA Makes any mark on paper. 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. PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp. PD.3.B With teacher modeling, draws circles, squares, and crosses.
Visual Art 2.0 Develop Skills in Visual Art	60 Months	2.1 Draw single circle and add lines to create representations of people and things.	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. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. PD.3.D Begins to use a tripod grasp when writing and copies complex designs. LL-WR.2.AA Draws to represent something or to communicate a thought.

## VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Visual Art 2.0 Develop Skills in Visual Art	48 Months	2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	<b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools. <b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail. <b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.
Visual Art 2.0 Develop Skills in Visual Art	60 Months	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	<b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail. <b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.
Visual Art 2.0 Develop Skills in Visual Art	48 Months	2.3 Make somewhat regular shaped balls and coils out of dough or clay.	<b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). <b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.
Visual Art 2.0 Develop Skills in Visual Art	60 Months	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	<b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>ATL.9.D</b> 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). <b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.
Visual Art 2.0 Develop Skills in Visual Art	48 Months	2.4 Begin to use paper and other materials to assemble simple collages.	<b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools. <b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. <b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.

## VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Visual Art 2.0 Develop Skills in Visual Art	60 Months	2.4 Use paper and other materials to make two and three dimensional assembled works.	<p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p>
Visual Art 2.0 Develop Skills in Visual Art	48 Months	2.5 Begin to recognize and name materials and tools used for visual arts.	<p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p>
Visual Art 2.0 Develop Skills in Visual Art	60 Months	2.5 Recognize and name materials and tools used for visual arts.	<p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p><b>LL-LC.2.D</b> 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><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p>
Visual Art 2.0 Develop Skills in Visual Art	48 Months	2.6 Demonstrate some motor control when working with visual arts tools.	<p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>PD.3.AA</b> Uses crayons or markers with some coordination.</p> <p><b>PD.3.A</b> Draws vertical and horizontal lines with a model using a fistful grasp.</p> <p><b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses.</p> <p><b>PD.2.C</b> 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><b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p>

## VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Visual Art 2.0 Develop Skills in Visual Art	60 Months	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.	<p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs.</p> <p><b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs.</p> <p><b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p><b>PD.2.E</b> 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>
Visual Art 3.0 Create, Invent, and Express Through Visual Art	48 Months	3.1 Create art and sometimes name the work.	<p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance.</p>
Visual Art 3.0 Create, Invent, and Express Through Visual Art	60 Months	3.1 Intentionally create content in a work of art.	<p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product.</p> <p><b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p>
Visual Art 3.0 Create, Invent, and Express Through Visual Art	48 Months	3.2 Begin to draw figures or objects.	<p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p><b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs.</p>

## VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p>Visual Art</p> <p><b>3.0 Create, Invent, and Express Through Visual Art</b></p>	60 Months	<p><b>3.2</b> Draw more detailed figures or objects with more control of line and shape.</p>	<p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product.</p> <p><b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p><b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs.</p> <p><b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs.</p> <p><b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p><b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p>
<p>Visual Art</p> <p><b>3.0 Create, Invent, and Express Through Visual Art</b></p>	48 Months	<p><b>3.3</b> Begin to use intensity of marks and color to express a feeling or mood.</p>	<p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>PD.3.AA</b> Uses crayons or markers with some coordination.</p> <p><b>PD.3.A</b> Draws vertical and horizontal lines with a model using a fist grasp.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p>
<p>Visual Art</p> <p><b>3.0 Create, Invent, and Express Through Visual Art</b></p>	60 Months	<p><b>3.3</b> Use intensity of marks and color more frequently to express a feeling or mood.</p>	<p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs.</p> <p><b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p><b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p> <p><b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p>
<p>Music</p> <p><b>1.0 Notice, Respond, and Engage</b></p>	48 Months	<p><b>1.1</b> Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.</p>	<p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>C-ARTS.4.AA</b> Listens to a variety of music.</p> <p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p> <p><b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations.</p>

## VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Music</b> <b>1.0 Notice, Respond, and Engage</b>	60 Months	<b>1.1</b> Verbally reflect on music and describe music by using an expanded vocabulary.	<b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). <b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos. <b>C-ARTS.4.E</b> Creates and performs original music or songs for others. <b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations.
<b>Music</b> <b>1.0 Notice, Respond, and Engage</b>	48 Months	<b>1.2</b> Recognize simple repeating melody and rhythm patterns.	<b>C-ARTS.4.AA</b> Listens to a variety of music. <b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others. <b>M-PFA.3.AA</b> Copies simple AB patterns through rhythm and movement. <b>M-PFA.3.A</b> Uses objects, rhythm, or movement to copy simple AB patterns. <b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns. <b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
<b>Music</b> <b>1.0 Notice, Respond, and Engage</b>	60 Months	<b>1.2</b> Demonstrate more complex repeating melody and rhythm patterns.	<b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos. <b>C-ARTS.4.E</b> Creates and performs original music or songs for others. <b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). <b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
<b>Music</b> <b>1.0 Notice, Respond, and Engage</b>	48 Months	<b>1.3</b> Identify the sources of a limited variety of musical sounds.	<b>C-ARTS.4.AA</b> Listens to a variety of music. <b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others. <b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.

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<b>Music</b> <b>1.0 Notice, Respond, and Engage</b>	60 Months	<b>1.3</b> Identify the sources of a wider variety of music and music like sounds.	<b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.
<b>Music</b> <b>1.0 Notice, Respond, and Engage</b>	48 Months	<b>1.4</b> Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	<b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.4.AA</b> Listens to a variety of music. <b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.
<b>Music</b> <b>1.0 Notice, Respond, and Engage</b>	60 Months	<b>1.4</b> Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	<b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos. <b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.
<b>Music</b> <b>2.0 Develops Skills in Music</b>	48 Months	<b>2.1</b> Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	<b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.B</b> Sings a variety of songs within children’s vocal range, independently and with others. <b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations.
<b>Music</b> <b>2.0 Develops Skills in Music</b>	60 Months	<b>2.1</b> Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	<b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos. <b>C-ARTS.4.E</b> Creates and performs original music or songs for others. <b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.

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<b>Music</b> <b>2.0 Develops Skills in Music</b>	48 Months	<b>2.2</b> Explore vocally; sing repetitive patterns and parts of songs alone and with others.	<b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others. <b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos. <b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories. <b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."
<b>Music</b> <b>2.0 Develops Skills in Music</b>	60 Months	<b>2.2</b> Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	<b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos. <b>C-ARTS.4.E</b> Creates and performs original music or songs for others. <b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). <b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others. <b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."
<b>Music</b> <b>3.0 Create, Invent, and Express Through Music</b>	48 Months	<b>3.1</b> Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	<b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos. <b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others. <b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories.
<b>Music</b> <b>3.0 Create, Invent, and Express Through Music</b>	60 Months	<b>3.1</b> Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	<b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos. <b>C-ARTS.4.E</b> Creates and performs original music or songs for others. <b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). <b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Music</b> <b>3.0 Create, Invent, and Express Through Music</b>	48 Months	<b>3.2</b> Move or use body to demonstrate beat and tempo, often spontaneously.	<b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others. <b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others. <b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
<b>Music</b> <b>3.0 Create, Invent, and Express Through Music</b>	60 Months	<b>3.2</b> Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	<b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos. <b>C-ARTS.4.E</b> Creates and performs original music or songs for others. <b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement. <b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
<b>Music</b> <b>3.0 Create, Invent, and Express Through Music</b>	48 Months	<b>3.3</b> Improvise vocally and instrumentally.	<b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others. <b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos. <b>C-ARTS.4.E</b> Creates and performs original music or songs for others.
<b>Music</b> <b>3.0 Create, Invent, and Express Through Music</b>	60 Months	<b>3.3</b> Explore, improvise, and create brief melodies with voice or instrument.	<b>C-ARTS.4.E</b> Creates and performs original music or songs for others. <b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. <b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.
<b>Drama</b> <b>1.0 Notice, Respond and Engage</b>	48 Months	<b>1.1</b> Demonstrate an understanding of simple drama vocabulary.	<b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic play. <b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. <b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. <b>ATL.1.AA</b> Engages in exploratory or sensory play. <b>ATL.1.A</b> Plays simple games and copies the play of others. <b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). <b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment. <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.

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Drama 1.0 Notice, Respond and Engage	60 Months	1.1 Demonstrate a broader understanding of drama vocabulary.	<p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p> <p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p>
Drama 1.0 Notice, Respond and Engage	48 Months	1.2 Identify preferences and interests related to participating in drama.	<p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic play.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>ATL.1.AA</b> Engages in exploratory or sensory play.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p><b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.</p>
Drama 1.0 Notice, Respond and Engage	60 Months	1.2 Explain preferences and interests related to participating in drama.	<p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> 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><b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p> <p><b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.</p>
Drama 1.0 Notice, Respond and Engage	48 Months	1.3 Demonstrate knowledge of simple plot of a participatory drama.	<p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic play.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p><b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p><b>LL-NC.3.AA</b> Joins in acting out a book as it's read aloud.</p> <p><b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures.</p> <p><b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures.</p>

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Drama 1.0 Notice, Respond and Engage	60 Months	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	<p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> 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><b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p> <p><b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p><b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p><b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details.</p>
Drama 2.0 Develop Skills to Create, Invent, and Express Through Drama	48 Months	2.1 Demonstrate basic role-play skills with imagination and creativity.	<p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic play.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p><b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.</p>
Drama 2.0 Develop Skills to Create, Invent, and Express Through Drama	60 Months	2.1 Demonstrate extended roleplay skills with increased imagination and creativity.	<p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> 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><b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p>
Drama 2.0 Develop Skills to Create, Invent, and Express Through Drama	48 Months	2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	<p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic play.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p>

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<b>Drama</b> <b>2.0 Develop Skills to Create, Invent, and Express Through Drama</b>	60 Months	<b>2.2</b> Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	<b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. <b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play. <b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play. <b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play. <b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. <b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
<b>Dance</b> <b>1.0 Notice, Respond, and Engage</b>	48 Months	<b>1.1</b> Engage in dance movements.	<b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others. <b>C-ARTS.1.C</b> Creates short dances or movement sequences.
<b>Dance</b> <b>1.0 Notice, Respond, and Engage</b>	60 Months	<b>1.1</b> Further engage and participate in dance movements.	<b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others. <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement. <b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.
<b>Dance</b> <b>1.0 Notice, Respond, and Engage</b>	48 Months	<b>1.2</b> Begin to understand and use vocabulary related to dance.	<b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others. <b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others. <b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment. <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.
<b>Dance</b> <b>1.0 Notice, Respond, and Engage</b>	60 Months	<b>1.2</b> Connect dance terminology with demonstrated steps.	<b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others. <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").

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Dance 1.0 Notice, Respond, and Engage	48 Months	1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	<p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p> <p><b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects.</p> <p><b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p> <p><b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities.</p>
Dance 1.0 Notice, Respond, and Engage	60 Months	1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	<p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p><b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p>
Dance 1.0 Notice, Respond, and Engage	48 Months	1.4 Explore and use different steps and movements to create or form a dance.	<p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>PD.1.C</b> 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><b>PD.1.B</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><b>PD.1.A</b> 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>
Dance 1.0 Notice, Respond, and Engage	60 Months	1.4 Use understanding of different steps and movements to create or form a dance.	<p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> 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>

## VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Dance 2.0 Develop Skills in Dance	48 Months	2.1 Begin to be aware of own body in space.	<p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p> <p><b>PD.1.AA</b> 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><b>PD.1.A</b> 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><b>PD.1.B</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>
Dance 2.0 Develop Skills in Dance	60 Months	2.1 Continue to develop awareness of body in space.	<p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>PD.1.C</b> 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><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> 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>
Dance 2.0 Develop Skills in Dance	48 Months	2.2 Begin to be aware of other people in dance or when moving in space.	<p><b>PD.1.AA</b> 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><b>PD.1.A</b> 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><b>PD.1.B</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><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.</p> <p><b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>M-GS.3.D</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p><b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.</p>

## VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Dance 2.0 Develop Skills in Dance	60 Months	2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	<p><b>PD.1.C</b> 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><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> 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><b>M-GS.3.D</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p><b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.</p> <p><b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p>
Dance 2.0 Develop Skills in Dance	48 Months	2.3 Begin to respond to tempo and timing through movement.	<p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p> <p><b>M-PFA.3.AA</b> Copies simple AB patterns through rhythm and movement.</p>
Dance 2.0 Develop Skills in Dance	60 Months	2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	<p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p> <p><b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p>
Dance 3.0 Create, Invent, and Express Through Dance	48 Months	3.1 Begin to act out and dramatize through music and movement patterns.	<p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p>

## VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Dance 3.0 Create, Invent, and Express Through Dance	60 Months	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	<b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others. <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement. <b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. <b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.
Dance 3.0 Create, Invent, and Express Through Dance	48 Months	3.2 Invent dance movements.	<b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.C</b> Creates short dances or movement sequences.
Dance 3.0 Create, Invent, and Express Through Dance	60 Months	3.2 Invent and recreate dance movements.	<b>C-ARTS.1.C</b> Creates short dances or movement sequences <b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others. <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.
Dance 3.0 Create, Invent, and Express Through Dance	48 Months	3.3 Improvise simple dances that have a beginning and an end.	<b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase.
Dance 3.0 Create, Invent, and Express Through Dance	60 Months	3.3 Improvise more complex dances that have a beginning, a middle, and an end.	<b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others. <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement. <b>LL-NC.4.C</b> Constructs a personal narrative with three or more events in a coherent sequence.
Dance 3.0 Create, Invent, and Express Through Dance	48 Months	3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	<b>C-ARTS.1.AA</b> Moves body spontaneously to music. <b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. <b>SE.1.B</b> With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.

## VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Dance <b>3.0 Create, Invent, and Express Through Dance</b>	60 Months	<b>3.4</b> Communicate and express feelings intentionally through dance.	<b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others. <b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement. <b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. <b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions. <b>SE.1.E</b> Identifies that they can have different emotions about the same situation.

## PHYSICAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Fundamental Movement Skills <b>1.0 Balance</b>	48 Months	<b>1.1</b> Maintain balance while holding still; sometimes may need assistance.	<b>PD.1.AA</b> 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. <b>PD.1.A</b> 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. <b>PD.1.B</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.
Fundamental Movement Skills <b>1.0 Balance</b>	60 Months	<b>1.1</b> Show increasing balance and control when holding still.	<b>PD.1.B</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. <b>PD.1.C</b> 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. <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. <b>PD.1.E</b> 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.
Fundamental Movement Skills <b>1.0 Balance</b>	48 Months	<b>1.2</b> Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	<b>PD.1.AA</b> 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. <b>PD.1.A</b> 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. <b>PD.1.B</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.

## PHYSICAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Fundamental Movement Skills</b> <b>1.0 Balance</b>	60 Months	<b>1.2</b> Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	<b>PD.1.B</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. <b>PD.1.C</b> 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. <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. <b>PD.1.E</b> 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.
<b>Fundamental Movement Skills</b> <b>2.0 Locomotor Skills</b>	48 Months	<b>2.1</b> Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	<b>PD.1.AA</b> 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. <b>PD.1.A</b> 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. <b>PD.1.B</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.
<b>Fundamental Movement Skills</b> <b>2.0 Locomotor Skills</b>	60 Months	<b>2.1</b> Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	<b>PD.1.B</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. <b>PD.1.C</b> 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. <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. <b>PD.1.E</b> 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.
<b>Fundamental Movement Skills</b> <b>2.0 Locomotor Skills</b>	48 Months	<b>2.2</b> Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	<b>PD.1.AA</b> 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. <b>PD.1.A</b> 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. <b>PD.1.B</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.

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Fundamental Movement Skills</b> <b>2.0 Locomotor Skills</b>	60 Months	<b>2.2</b> Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	<b>PD.1.B</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. <b>PD.1.C</b> 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. <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. <b>PD.1.E</b> 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.
<b>Fundamental Movement Skills</b> <b>2.0 Locomotor Skills</b>	48 Months	<b>2.3</b> Jump for height (up or down) and for distance with beginning competence.	<b>PD.1.AA</b> 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. <b>PD.1.A</b> 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. <b>PD.1.B</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.
<b>Fundamental Movement Skills</b> <b>2.0 Locomotor Skills</b>	60 Months	<b>2.3</b> Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	<b>PD.1.B</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. <b>PD.1.C</b> 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. <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. <b>PD.1.E</b> 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.
<b>Fundamental Movement Skills</b> <b>2.0 Locomotor Skills</b>	48 Months	<b>2.4</b> Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	<b>PD.1.AA</b> 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. <b>PD.1.A</b> 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. <b>PD.1.B</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.

## PHYSICAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Fundamental Movement Skills</b> <b>2.0 Locomotor Skills</b>	60 Months	<b>2.4</b> Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	<b>PD.1.B</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. <b>PD.1.C</b> 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. <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. <b>PD.1.E</b> 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.
<b>Fundamental Movement Skills</b> <b>3.0 Manipulative Skills</b>	48 Months	<b>3.1</b> Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing under-hand, bouncing, catching, striking, throwing overhand, and kicking.	<b>PD.1.AA</b> 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. <b>PD.1.A</b> 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.
<b>Fundamental Movement Skills</b> <b>3.0 Manipulative Skills</b>	60 Months	<b>3.1</b> Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	<b>PD.1.B</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. <b>PD.1.C</b> 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. <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. <b>PD.1.E</b> 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.
<b>Fundamental Movement Skills</b> <b>3.0 Manipulative Skills</b>	48 Months	<b>3.2</b> Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	<b>PD.2.AA</b> Uses two hands to hold containers. Stacks objects such as blocks with coordination. <b>PD.2.A</b> Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. <b>PD.2.B</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. <b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses. <b>PD.3.A</b> Draws vertical and horizontal lines with a model using a fist grasp. <b>PD.3.AA</b> Uses crayons or markers with some coordination.

## PHYSICAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Fundamental Movement Skills</b> <b>3.0 Manipulative Skills</b>	60 Months	<b>3.2</b> Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	<b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. <b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. <b>PD.2.E</b> 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. <b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses. <b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. <b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs. <b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs.
<b>Perceptual–Motor Skills and Movement Concepts</b> <b>1.0 Body Awareness</b>	48 Months	<b>1.1</b> Demonstrate knowledge of the names of body parts.	<b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions.
<b>Perceptual–Motor Skills and Movement Concepts</b> <b>1.0 Body Awareness</b>	60 Months	<b>1.1</b> Demonstrate knowledge of an increasing number of body parts.	<b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.
<b>Perceptual–Motor Skills and Movement Concepts</b> <b>2.0 Spatial Awareness</b>	48 Months	<b>2.1</b> Use own body as reference point when locating or relating to other people or objects in space.	<b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. <b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. <b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. <b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. <b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). <b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities. <b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.

## PHYSICAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Perceptual–Motor Skills and Movement Concepts</b>  <b>2.0 Spatial Awareness</b>	60 Months	<b>2.1</b> Use own body, general space, and other people's space when locating or relating to other people or objects in space.	<b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards"). <b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects. <b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior. <b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. <b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. <b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. <b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities. <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
<b>Perceptual–Motor Skills and Movement Concepts</b>  <b>3.0 Directional Awareness</b>	48 Months	<b>3.1</b> Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").	<b>PD.1.AA</b> 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. <b>PD.1.A</b> 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. <b>PD.1.B</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. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.
<b>Perceptual–Motor Skills and Movement Concepts</b>  <b>3.0 Directional Awareness</b>	60 Months	<b>3.1</b> Begin to understand and distinguish between the sides of the body.	<b>PD.1.C</b> 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. <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. <b>PD.1.E</b> 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. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.
<b>Perceptual–Motor Skills and Movement Concepts</b>  <b>3.0 Directional Awareness</b>	48 Months	<b>3.2</b> Move forward and backward or up and down easily.	<b>PD.1.AA</b> 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. <b>PD.1.A</b> 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. <b>PD.1.B</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. <b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.

## PHYSICAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Perceptual–Motor Skills and Movement Concepts</b>  <b>3.0 Directional Awareness</b>	60 Months	<b>3.2</b> Can change directions quickly and accurately.	<b>PD.1.C</b> 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. <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. <b>PD.1.E</b> 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. <b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.
<b>Perceptual–Motor Skills and Movement Concepts</b>  <b>3.0 Directional Awareness</b>	48 Months	<b>3.3</b> Can place an object on top of or under something with some accuracy.	<b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. <b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. <b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. <b>PD.2.AA</b> Uses two hands to hold containers. Stacks objects such as blocks with coordination. <b>PD.2.B</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.
<b>Perceptual–Motor Skills and Movement Concepts</b>  <b>3.0 Directional Awareness</b>	60 Months	<b>3.3</b> Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	<b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. <b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards"). <b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects. <b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. <b>PD.2.E</b> 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.
<b>Perceptual–Motor Skills and Movement Concepts</b>  <b>3.0 Directional Awareness</b>	48 Months	<b>3.4</b> Use any two body parts together.	<b>PD.2.AA</b> Uses two hands to hold containers. Stacks objects such as blocks with coordination. <b>PD.2.A</b> Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. <b>PD.2.B</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. <b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.
<b>Perceptual–Motor Skills and Movement Concepts</b>  <b>3.0 Directional Awareness</b>	60 Months	<b>3.4</b> Demonstrate more precision and efficiency during two-handed fine motor activities.	<b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. <b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. <b>PD.2.E</b> 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.

## PHYSICAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Active Physical Play</b></p> <p><b>1.0 Active Participation</b></p>	48 Months	<p><b>1.1</b> Initiate or engage in simple physical activities for a short to moderate period of time.</p>	<p><b>PD.1.AA</b> 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><b>PD.1.A</b> 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><b>PD.1.B</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><b>PD.1.C</b> 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><b>Active Physical Play</b></p> <p><b>1.0 Active Participation</b></p>	60 Months	<p><b>1.1</b> Initiate more complex physical activities for a sustained period of time.</p>	<p><b>PD.1.C</b> 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><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> 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><b>Active Physical Play</b></p> <p><b>2.0 Cardiovascular Endurance</b></p>	48 Months	<p><b>2.1</b> Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.</p>	<p><b>PD.1.AA</b> 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><b>PD.1.A</b> 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><b>PD.1.B</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><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p>

## PHYSICAL DEVELOPMENT

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Active Physical Play</b> <b>2.0 Cardiovascular Endurance</b>	60 Months	<b>2.1</b> Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	<p><b>PD.1.C</b> 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><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> 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><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>PD.1.AA</b> 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>
<b>Active Physical Play</b> <b>3.0 Muscular Strength, Muscular Endurance, and Flexibility</b>	48 Months	<b>3.1</b> Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	<p><b>PD.1.AA</b> 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><b>PD.1.A</b> 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><b>PD.1.B</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><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p> <p><b>PD.1.C</b> 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>
<b>Active Physical Play</b> <b>3.0 Muscular Strength, Muscular Endurance, and Flexibility</b>	60 Months	<b>3.1</b> Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	<p><b>PD.1.C</b> 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><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> 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><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p>

# HEALTH

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Health Habits 1.0 Basic Hygiene	48 Months	1.1 Demonstrate knowledge of some steps in the handwashing routine.	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
Health Habits 1.0 Basic Hygiene	60 Months	1.1 Demonstrate knowledge of more steps in the handwashing routine.	PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines. PD.4.E Understands and describes the importance of self-care and hygiene routines.
Health Habits 1.0 Basic Hygiene	48 Months	1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
Health Habits 1.0 Basic Hygiene	60 Months	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines. PD.4.E Understands and describes the importance of self-care and hygiene routines.
Health Habits 2.0 Oral Health	48 Months	2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.
Health Habits 2.0 Oral Health	60 Months	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines. PD.4.E Understands and describes the importance of self-care and hygiene routines.
Health Habits 3.0 Knowledge of Wellness	48 Months	3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.

# HEALTH

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Health Habits 3.0 Knowledge of Wellness	60 Months	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	<p><b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions.</p> <p><b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p><b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p><b>SC-LES.4.C</b> 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.</p>
Health Habits 3.0 Knowledge of Wellness	48 Months	3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	<p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>SC-LES.4.C</b> 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.</p>
Health Habits 3.0 Knowledge of Wellness	60 Months	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	<p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SC-LES.4.C</b> 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.</p>
Health Habits 3.0 Knowledge of Wellness	48 Months	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	<p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves.</p> <p><b>PD.6.AA</b> Begins to recognize and accepts help in following safety procedures.</p>
Health Habits 3.0 Knowledge of Wellness	60 Months	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	<p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves.</p> <p><b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>
Health Habits 4.0 Sun Safety	48 Months	4.1 Begin to practice sun-safe actions, with adult support and guidance.	<p><b>PD.6.AA</b> Begins to recognize and accepts help in following safety procedures.</p> <p><b>PD.6.A</b> With teacher guidance, follows safety procedures.</p> <p><b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate.</p>
Health Habits 4.0 Sun Safety	60 Months	4.1 Practice sun-safe actions with decreasing adult support and guidance.	<p><b>PD.6.C</b> Independently follows safety procedures.</p> <p><b>PD.6.D</b> Understands and describes the importance of safety procedures.</p> <p><b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p> <p><b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate.</p>

# HEALTH

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Safety 1.0 Injury Prevention	48 Months	1.1 Follow safety rules with adult support and prompting.	PD.6.AA Begins to recognize and accepts help in following safety procedures. PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate.
Safety 1.0 Injury Prevention	60 Months	1.1 Follow safety rules more independently though may still need adult support and prompting.	PD.6.C Independently follows safety procedures. PD.6.D Understands and describes the importance of safety procedures. PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors. PD.6.B Demonstrates understanding of safety procedures and begins to initiate.
Safety 1.0 Injury Prevention	48 Months	1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. 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. PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate.
Safety 1.0 Injury Prevention	60 Months	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.	ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. 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). ATL.7.B Independently follows two- to three-step verbal adult directions. PD.6.C Independently follows safety procedures. PD.6.D Understands and describes the importance of safety procedures. PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors. PD.6.B Demonstrates understanding of safety procedures and begins to initiate.
Safety 1.0 Injury Prevention	48 Months	1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	PD.6.AA Begins to recognize and accepts help in following safety procedures. PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate.
Safety 1.0 Injury Prevention	60 Months	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	PD.6.C Independently follows safety procedures. PD.6.D Understands and describes the importance of safety procedures. PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.

# HEALTH

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Nutrition 1.0 Nutrition Knowledge	48 Months	1.1 Identify different kinds of foods.	PD.5.AA Uses senses to experience a variety of food during mealtimes. PD.5.A Recognizes and identifies a variety of different food.
Nutrition 1.0 Nutrition Knowledge	60 Months	1.1 Identify a larger variety of foods and may know some of the related food groups.	PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. PD.5.B Demonstrates understanding of types of foods and preferences.
Nutrition 2.0 Nutrition Choices	48 Months	2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.AA Uses senses to experience a variety of food during mealtimes.
Nutrition 2.0 Nutrition Choices	60 Months	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.AA Uses senses to experience a variety of food during mealtimes.
Nutrition 2.0 Nutrition Choices	48 Months	2.2 Indicate food preferences that reflect familial and cultural practices.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. PD.5.B Demonstrates understanding of types of foods and preferences. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
Nutrition 2.0 Nutrition Choices	60 Months	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. PD.5.B Demonstrates understanding of types of foods and preferences. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.
Nutrition 3.0 Self-Regulation of Eating	48 Months	3.1 Indicate awareness of own hunger and fullness.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. SE.3.A With adult support, verbally or nonverbally identifies something about themselves.

## HEALTH

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Nutrition 3.0 Self-Regulation of Eating	60 Months	3.1 Indicate greater awareness of own hunger and fullness.	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. SE.3.A With adult support, verbally or nonverbally identifies something about themselves. 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-SP.1.B Observes and describes cause and effect.

## HISTORY - SOCIAL SCIENCE

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
Self and Society 1.0 Culture and Diversity	48 Months	1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	SOC.1.AA Identifies and recognizes self and family members. SOC.1.A Understands family relationships in relation to self. SOC.1.B Discusses the activities or celebrations that their family does together. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. 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.
Self and Society 1.0 Culture and Diversity	60 Months	1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	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. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. 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. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Self and Society</b></p> <p><b>2.0 Relationships</b></p>	48 Months	<p><b>2.1</b> Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.</p>	<p><b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.  <b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.  <b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).  <b>ATL.2.A</b> Observes others in play and participates in an activity next to other children (onlooker/ parallel play).  <b>ATL.2.A</b> Engages in activities next to peers using shared materials (parallel play).  <b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).  <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.  <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p>
<p><b>Self and Society</b></p> <p><b>2.0 Relationships</b></p>	60 Months	<p><b>2.1</b> Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p>	<p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.  <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.  <b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).  <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).  <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.  <b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.  <b>SE.2.E</b> Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.  <b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.  <b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p>
<p><b>Self and Society</b></p> <p><b>3.0 Social Roles and Occupations</b></p>	48 Months	<p><b>3.1</b> Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.</p>	<p><b>SOC.2.AA</b> Shows interest in a variety of familiar community members.  <b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.  <b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.  <b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.  <b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.  <b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.  <b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.  <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.  <b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Self and Society</b></p> <p><b>3.0 Social Roles and Occupations</b></p>	60 Months	<p><b>3.1</b> Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.</p>	<p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> 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><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.</p>
<p><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>1.0 Skills for Democratic Participation</b></p>	48 Months	<p><b>1.1</b> Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.</p>	<p><b>SOC.1.AA</b> Identifies and recognizes self and family members.</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.</p> <p><b>SE.5.C</b> 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><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p>
<p><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>1.0 Skills for Democratic Participation</b></p>	60 Months	<p><b>1.1</b> Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.</p>	<p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>LL-WR.1.D</b> Helps lead a shared writing experience with teacher or peers.</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p><b>LL-LC.4.E</b> Modifies conversations based on the context or listener.</p> <p><b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>2.0 Responsible Conduct</b></p>	48 Months	<p><b>2.1</b> Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.</p>	<p><b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., “do” and “don’t” commands).</p> <p><b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities.</p> <p><b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p><b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities</p> <p><b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p>
<p><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>2.0 Responsible Conduct</b></p>	60 Months	<p><b>2.1</b> Exhibit responsible conduct more reliably as children develop self- esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.</p>	<p><b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p><b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions.</p> <p><b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior."</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>SE.7.E</b> 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><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.</p>
<p><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>3.0 Fairness and Respect for Other People</b></p>	48 Months	<p><b>3.1</b> Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p>	<p><b>SE.5.C</b> 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><b>SE.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p> <p><b>SE.4.B</b> With adult prompts, compares their own characteristics and emotions to those of others.</p> <p><b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p><b>SE.7.D</b> 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><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>3.0 Fairness and Respect for Other People</b></p>	60 Months	<p><b>3.1</b> Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p>	<p><b>SE.5.D</b> 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><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p><b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p><b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p> <p><b>SE.7.E</b> 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><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p>
<p><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>4.0 Conflict Resolution</b></p>	48 Months	<p><b>4.1</b> Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.</p>	<p><b>SE.7.AA</b> Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p><b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p><b>SOC.3.C</b> Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p> <p><b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>SE.5.C</b> 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><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>4.0 Conflict Resolution</b></p>	60 Months	<p><b>4.1</b> More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p>	<p><b>SE.7.C</b> 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><b>SE.7.D</b> 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><b>SE.7.E</b> 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><b>SE.5.D</b> 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><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p>

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<p><b>Sense of Time (History)</b></p> <p><b>1.0 Understanding Past Events</b></p>	48 Months	<p><b>1.1</b> Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.</p>	<p><b>SOC.5.AA</b> Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.</p> <p><b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p><b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.</p>
<p><b>Sense of Time (History)</b></p> <p><b>1.0 Understanding Past Events</b></p>	60 Months	<p><b>1.1</b> Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.</p>	<p><b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p> <p><b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.</p> <p><b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p><b>M-M.2.D</b> Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p>
<p><b>Sense of Time</b></p> <p><b>2.0 Anticipating and Planning Future Events</b></p>	48 Months	<p><b>2.1</b> Anticipate events in familiar situations in the near future, with adult assistance.</p>	<p><b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p><b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.</p> <p><b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p><b>ATL.9.AA</b> Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).</p> <p><b>ATL.9.A</b> 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><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p><b>M-M.2.D</b> Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Sense of Time</b></p> <p><b>2.0 Anticipating and Planning Future Events</b></p>	60 Months	<p><b>2.1</b> Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.</p>	<p><b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p> <p><b>ATL.9.C</b> 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><b>ATL.9.D</b> 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><b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p><b>M-M.2.D</b> Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p>
<p><b>Sense of Time</b></p> <p><b>3.0 Personal History</b></p>	48 Months	<p><b>3.1</b> Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.</p>	<p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p><b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p>
<p><b>Sense of Time</b></p> <p><b>3.0 Personal History</b></p>	60 Months	<p><b>3.1</b> Compare current abilities with skills at a younger and share more detailed autobiographical stories about recent experiences.</p>	<p><b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p><b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.</p> <p><b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p> <p><b>SOC.1.A</b> Understands family relationships in relation to self.</p> <p><b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p><b>SE.3.E</b> 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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<p><b>Sense of Time</b></p> <p><b>4.0 Historical Changes in People and the World</b></p>	48 Months	<p><b>4.1</b> Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened “long ago,” although do not readily sequence historical events on a timeline.</p>	<p><b>SOC.1.AA</b> Identifies and recognizes self and family members.  <b>SOC.1.A</b> Understands family relationships in relation to self.  <b>SOC.5.AA</b> Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.  <b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.  <b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.</p>
<p><b>Sense of Time</b></p> <p><b>4.0 Historical Changes in People and the World</b></p>	60 Months	<p><b>4.1</b> Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.</p>	<p><b>SOC.1.A</b> Understands family relationships in relation to self.  <b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.  <b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future.  <b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.  <b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future.  <b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p>
<p><b>Sense of Place (Geography and Ecology)</b></p> <p><b>1.0 Navigating Familiar Locations</b></p>	48 Months	<p><b>1.1</b> Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).</p>	<p><b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).  <b>SOC.4.AA</b> Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.  <b>ATL.9.AA</b> Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).</p>
<p><b>Sense of Place (Geography and Ecology)</b></p> <p><b>1.0 Navigating Familiar Locations</b></p>	60 Months	<p><b>1.1</b> Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p>	<p><b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.  <b>SOC.4.D</b> Creates representations or maps of familiar places, such as classroom, community, or region.  <b>SOC.4.B</b> Recognizes and describes common geographical features within their region.  <b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different.  <b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., “near,” “far”) using gestures or objects.  <b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather.</p>

## HISTORY - SOCIAL SCIENCE

Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Sense of Place (Geography and Ecology)</b></p> <p><b>2.0 Caring for the Natural World</b></p>	48 Months	<p><b>2.1</b> Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.</p>	<p><b>SC-LES.2.A</b> Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.  <b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.  <b>SC-LES.1.AA</b> Notices and looks at the natural world around them.  <b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things.  <b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.  <b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.  <b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.  <b>SC-LES.4.A</b> Identifies various animals.  <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p>
<p><b>Sense of Place (Geography and Ecology)</b></p> <p><b>2.0 Caring for the Natural World</b></p>	60 Months	<p><b>2.1</b> Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p>	<p><b>SC-LES.2.C</b> Compares and contrasts the different seasons.  <b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.  <b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.  <b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.  <b>SC-LES.1.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.  <b>SC-LES.4.C</b> 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.  <b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different.  <b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.  <b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p>
<p><b>Sense of Place</b></p> <p><b>3.0 Understanding the Physical World Through Drawings and Maps</b></p>	48 Months	<p><b>3.1</b> Can use drawings, globes and maps to refer to the physical world, although often unclear on the use of map symbols.</p>	<p><b>SOC.4.AA</b> Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.  <b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).  <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.  <b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.  <b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).  <b>SOC.4.D</b> Creates representations or maps of familiar places, such as classroom, community, or region.</p>

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<b>Sense of Place</b>  <b>3.0 Understanding the Physical World Through Drawings and Maps</b>	60 Months	<b>3.1</b> Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.	<b>SOC.4.B</b> Recognizes and describes common geographical features within their region. <b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. <b>SOC.4.D</b> Creates representations or maps of familiar places, such as classroom, community, or region. <b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different. <b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail. <b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
<b>Marketplace (Economics)</b>  <b>1.0 Exchange</b>	48 Months	<b>1.1</b> Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	<b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures. <b>SOC.3.A</b> Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more." <b>SOC.3.B</b> Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. <b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.
<b>Marketplace (Economics)</b>  <b>1.0 Exchange</b>	60 Months	<b>1.1</b> Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	<b>SOC.3.C</b> Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. <b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. <b>SOC.3.E</b> Discusses the purpose of saving money for a future purchase. <b>SOC.3.A</b> Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more."

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<b>Scientific Inquiry</b>  <b>1.0 Observation and Investigation</b>	48 Months	<b>1.1</b> Demonstrate curiosity and raise simple questions about objects and events in their environment.	<b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>SC-SP.1.AA</b> Uses senses to observe the environment. <b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. <b>SC-SP.1.B</b> Observes and describes cause and effect.

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<b>Scientific Inquiry</b> <b>1.0 Observation and Investigation</b>	60 Months	<b>1.1</b> Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	<b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations. <b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>SC-SP.1.D</b> Formulates own science-oriented questions based on observations. <b>SC-SP.1.E</b> With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.
<b>Scientific Inquiry</b> <b>1.0 Observation and Investigation</b>	48 Months	<b>1.2</b> Observe objects and events in the environment and describe them.	<b>SC-SP.1.AA</b> Uses senses to observe the environment. <b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. <b>SC-SP.1.B</b> Observes and describes cause and effect. <b>SC-LES.1.AA</b> Notices and looks at the natural world around them. <b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather. <b>SC-LES.4.AA</b> Points to and observes animals in the environment. <b>SC-LES.5.AA</b> Points to and observes plants in the environment. <b>SC-P.1.AA</b> Uses senses to explore the colors and textures of materials and objects in the environment. <b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.
<b>Scientific Inquiry</b> <b>1.0 Observation and Investigation</b>	60 Months	<b>1.2</b> Observe objects and events in the environment and describe them in greater detail.	<b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations. <b>SC-SP.1.D</b> Formulates own science-oriented questions based on observations. <b>SC-P.1.B</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. <b>SC-P.1.C</b> 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. <b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather. <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence. <b>SC-P.2.E</b> Observes and discusses how light is a form of energy and gives off heat.
<b>Scientific Inquiry</b> <b>1.0 Observation and Investigation</b>	48 Months	<b>1.3</b> Begin to identify and use, with adult support, some observation and measurement tools.	<b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>SC-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. <b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.

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<b>Scientific Inquiry</b> <b>1.0 Observation and Investigation</b>	60 Months	<b>1.3</b> Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	<b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>SC-LES.3.E</b> Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. <b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.
<b>Scientific Inquiry</b> <b>1.0 Observation and Investigation</b>	48 Months	<b>1.4</b> Compare and contrast objects and events and begin to describe similarities and differences.	<b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things. <b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. <b>SC-LES.2.C</b> Compares and contrasts the different seasons. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-P.1.B</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. <b>SC-P.4.D</b> Describes and discusses the motion of objects and that motion can change based on different factors.
<b>Scientific Inquiry</b> <b>1.0 Observation and Investigation</b>	60 Months	<b>1.4</b> Compare and contrast objects and events and describe similarities and differences in greater detail.	<b>SC-P.1.B</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. <b>SC-LES.3.D</b> Compares and contrasts Earth and space, such as people can breathe on Earth but not in space. <b>SC-P.4.E</b> Compares and contrasts how different factors change the motion of objects. <b>SC-LES.2.C</b> Compares and contrasts the different seasons. <b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.
<b>Scientific Inquiry</b> <b>1.0 Observation and Investigation</b>	48 Months	<b>1.5</b> Make predictions and check them, with adult support, through concrete experiences.	<b>SC-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. <b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. <b>ATL.g.D</b> 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). <b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments.

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Scientific Inquiry</b> <b>1.0 Observation and Investigation</b>	60 Months	<b>1.5</b> Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	<b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments. <b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation. <b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. <b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
<b>Scientific Inquiry</b> <b>1.0 Observation and Investigation</b>	48 Months	<b>1.6</b> Make inferences and form generalizations based on evidence.	<b>SC-SP.3.C</b> Draws conclusions on prior knowledge and recorded information. <b>SC-SP.3.A</b> With teacher guidance, participates in recording scientific observations and data. <b>SC-SP.3.B</b> Begins to identify relevant information and collects and records information in own journal or paper. <b>ATL.9.C</b> 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). <b>LL-NC.2.D</b> Makes inferences to answer simple "why" questions by using background knowledge and events in a text. <b>M-DAP.1.E</b> Identifies trends and makes inferences from data.
<b>Scientific Inquiry</b> <b>1.0 Observation and Investigation</b>	60 Months	<b>1.6</b> Demonstrate an increased ability to make inferences and form generalizations based on evidence.	<b>SC-SP.3.C</b> Draws conclusions on prior knowledge and recorded information. <b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. <b>SC-SP.3.E</b> Makes recommendations based on observations and conclusions. <b>ATL.9.D</b> 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). <b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). <b>LL-NC.2.D</b> Makes inferences to answer simple "why" questions by using background knowledge and events in a text. <b>LL-NC.2.E</b> Makes inferences and provides explanation and reasoning for events in a text or characters' actions. <b>M-DAP.1.E</b> Identifies trends and makes inferences from data.
<b>Scientific Inquiry</b> <b>2.0 Documentation and Communication</b>	48 Months	<b>2.1</b> Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	<b>SC-SP.3.A</b> With teacher guidance, participates in recording scientific observations and data. <b>SC-SP.3.B</b> Begins to identify relevant information and collects and records information in own journal or paper. <b>M-DAP.2.AA</b> Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. <b>M-DAP.2.A</b> Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color). <b>M-DAP.1.A</b> Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph. <b>M-DAP.2.B</b> Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.

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<b>Scientific Inquiry</b>  <b>2.0 Documentation and Communication</b>	60 Months	<b>2.1</b> Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	<p><b>SC-SP.3.C</b> Draws conclusions on prior knowledge and recorded information.</p> <p><b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p><b>SC-SP.3.E</b> Makes recommendations based on observations and conclusions.</p> <p><b>SC-SP.3.B</b> Begins to identify relevant information and collects and records information in own journal or paper.</p> <p><b>M-DAP.1.D</b> Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"</p> <p><b>M-DAP.2.C</b> Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes).</p> <p><b>M-DAP.2.D</b> Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p>
<b>Scientific Inquiry</b>  <b>2.0 Documentation and Communication</b>	48 Months	<b>2.2</b> Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	<p><b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p><b>SC-SP.3.C</b> Draws conclusions on prior knowledge and recorded information.</p> <p><b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p><b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.</p> <p><b>SC-P.3.E</b> Begins to discuss how and why water changes into different forms, such as the water cycle.</p> <p><b>SC-P.4.D</b> Describes and discusses the motion of objects and that motion can change based on different factors.</p>
<b>Scientific Inquiry</b>  <b>2.0 Documentation and Communication</b>	60 Months	<b>2.2</b> Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	<p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.D</b> 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><b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p><b>SC-SP.3.E</b> Makes recommendations based on observations and conclusions.</p> <p><b>SC-P.4.E</b> Compares and contrasts how different factors change the motion of objects.</p> <p><b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.</p> <p><b>SC-P.1.E</b> 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>

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<p><b>Physical Sciences</b></p> <p><b>1.0 Properties and Characteristics of Nonliving Objects and Materials</b></p>	<p>48 Months</p>	<p><b>1.1</b> Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</p>	<p><b>SC-P.1.AA</b> Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p><b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-P.1.B</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><b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p> <p><b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p><b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p><b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p> <p><b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p><b>SC-P.3.B</b> Recognizes and explores water in its liquid, solid, and gas forms.</p>
<p><b>Physical Sciences</b></p> <p><b>1.0 Properties and Characteristics of Nonliving Objects and Materials</b></p>	<p>60 Months</p>	<p><b>1.1</b> Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</p>	<p><b>SC-P.1.C</b> 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><b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.</p> <p><b>SC-P.1.E</b> 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><b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p> <p><b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p><b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p><b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p>

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Physical Sciences 2.0 Changes in Nonliving Objects and Materials	48 Months	2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	<p><b>SC-P.1.C</b> 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><b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.</p> <p><b>SC-P.3.E</b> Explains water in its three forms, such as ice is frozen water.</p> <p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>SC-SP.1.B</b> Observes and describes cause and effect.</p>
Physical Sciences 2.0 Changes in Nonliving Objects and Materials	60 Months	2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	<p><b>SC-P.1.C</b> 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><b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.</p> <p><b>SC-P.1.E</b> 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><b>SC-P.3.E</b> Begins to discuss how and why water changes into different forms, such as the water cycle.</p> <p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>SC-LES.1.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.</p>
Physical Sciences 2.0 Changes in Nonliving Objects and Materials	48 Months	2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.	<p><b>SC-P.4.AA</b> Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.</p> <p><b>SC-P.4.A</b> 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><b>SC-P.4.B</b> With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object.</p> <p><b>SC-P.4.C</b> 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>
Physical Sciences 2.0 Changes in Nonliving Objects and Materials	60 Months	2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	<p><b>SC-P.4.C</b> 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><b>SC-P.4.D</b> Describes and discusses the motion of objects and that motion can change based on different factors.</p> <p><b>SC-P.4.E</b> Compares and contrasts how different factors change the motion of objects.</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Life Sciences</b> <b>1.0 Properties and Characteristics of Living Things</b>	48 Months	<b>1.1</b> Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	<b>SC-LES.4.AA</b> Points to and observes animals in the environment. <b>SC-LES.4.A</b> Identifies various animals. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.5.AA</b> Points to and observes plants in the environment. <b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on. <b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.
<b>Life Sciences</b> <b>1.0 Properties and Characteristics of Living Things</b>	60 Months	<b>1.1</b> Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	<b>SC-LES.4.C</b> 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. <b>SC-LES.4.D</b> Observes and describes habitats and life cycles. <b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants. <b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.
<b>Life Sciences</b> <b>1.0 Properties and Characteristics of Living Things</b>	48 Months	<b>1.2</b> Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	<b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.4.C</b> 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. <b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.
<b>Life Sciences</b> <b>1.0 Properties and Characteristics of Living Things</b>	60 Months	<b>1.2</b> Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	<b>SC-LES.4.C</b> 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. <b>SC-LES.4.D</b> Observes and describes habitats and life cycles. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.
<b>Life Sciences</b> <b>1.0 Properties and Characteristics of Living Things</b>	48 Months	<b>1.3</b> Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	<b>SC-LES.4.AA</b> Points to and observes animals in the environment. <b>SC-LES.5.AA</b> Points to and observes plants in the environment. <b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles. <b>SC-LES.4.D</b> Observes and describes habitats and life cycles.

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Life Sciences</b> <b>1.0 Properties and Characteristics of Living Things</b>	60 Months	<b>1.3</b> Recognize that living things have habitats in different environments suited to their unique needs.	<b>SC-LES.4.C</b> 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. <b>SC-LES.4.D</b> Observes and describes habitats and life cycles. <b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals. <b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants. <b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles. <b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.
<b>Life Sciences</b> <b>1.0 Properties and Characteristics of Living Things</b>	48 Months	<b>1.4</b> Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	<b>SC-LES.4.AA</b> Points to and observes animals in the environment. <b>SC-LES.4.A</b> Identifies various animals. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.5.AA</b> Points to and observes plants in the environment. <b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on. <b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants. <b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things.
<b>Life Sciences</b> <b>1.0 Properties and Characteristics of Living Things</b>	60 Months	<b>1.4</b> Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.	<b>SC-LES.4.D</b> Observes and describes habitats and life cycles. <b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants. <b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants. <b>SC-LES.4.C</b> 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. <b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things.
<b>Life Sciences</b> <b>2.0 Changes in Living Things</b>	48 Months	<b>2.1</b> Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.	<b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants. <b>SC-LES.4.D</b> Observes and describes habitats and life cycles. <b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles. <b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<p><b>Life Sciences</b></p> <p><b>2.0 Changes in Living Things</b></p>	60 Months	<p><b>2.1</b> Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).</p>	<p><b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p> <p><b>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles.</p> <p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p> <p><b>SC-SP.3.B</b> Begins to identify relevant information and collects and records information in own journal or paper.</p>
<p><b>Life Sciences</b></p> <p><b>2.0 Changes in Living Things</b></p>	48 Months	<p><b>2.2</b> Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.</p>	<p><b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p> <p><b>SC-LES.4.C</b> 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.</p> <p><b>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p> <p><b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles.</p>
<p><b>Life Sciences</b></p> <p><b>2.0 Changes in Living Things</b></p>	60 Months	<p><b>2.2</b> Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p>	<p><b>SC-LES.4.C</b> 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.</p> <p><b>SC-LES.4.D</b> Observes and describes habitats and life cycles.</p> <p><b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.</p> <p><b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.</p> <p><b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles.</p> <p><b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p>
<p><b>Earth Sciences</b></p> <p><b>1.0 Properties and Characteristics of Earth Materials and Objects</b></p>	48 Months	<p><b>1.1</b> Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p>	<p><b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air, and leaves.</p> <p><b>SC-P.1.B</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><b>SC-P.3.B</b> Recognizes and explores water in its liquid, solid, and gas forms.</p> <p><b>SC-LES.1.AA</b> Notices and looks at the natural world around them.</p> <p><b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.</p>

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Earth Sciences</b> <b>1.0 Properties and Characteristics of Earth Materials and Objects</b>	60 Months	<b>1.1</b> Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	<b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. <b>SC-LES.1.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>SC-P.3.B</b> Recognizes and explores water in its liquid, solid, and gas forms. <b>SC-P.1.B</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. <b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.
<b>Earth Sciences</b> <b>2.0 Changes in the Earth</b>	48 Months	<b>2.1</b> Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.	<b>SC-LES.3.AA</b> Points to and observes the sky. <b>SC-LES.3.A</b> Identifies objects in the sky, such as clouds, sun, moon, or stars. <b>SC-LES.3.B</b> Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.
<b>Earth Sciences</b> <b>2.0 Changes in the Earth</b>	60 Months	<b>2.1</b> Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.	<b>SC-LES.3.C</b> Develops basic understanding about space, such as Earth is a planet and there are other planets. <b>SC-LES.3.E</b> Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. <b>SC-LES.3.B</b> Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. <b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.
<b>Earth Sciences</b> <b>2.0 Changes in the Earth</b>	48 Months	<b>2.2</b> Notice and describe changes in weather.	<b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather. <b>SC-LES.2.A</b> Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. <b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather.
<b>Earth Sciences</b> <b>2.0 Changes in the Earth</b>	60 Months	<b>2.2</b> Demonstrate an increased ability to observe, describe, and discuss changes in weather.	<b>SC-LES.2.C</b> Compares and contrasts the different seasons. <b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. <b>SC-LES.2.E</b> Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions. <b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather.

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Strand and Substrand	Age	Foundation	Every Child Ready Standard(s)
<b>Earth Sciences</b> <b>2.0 Changes in the Earth</b>	48 Months	<b>2.3</b> Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	<b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather. <b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather. <b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.
<b>Earth Sciences</b> <b>2.0 Changes in the Earth</b>	60 Months	<b>2.3</b> Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.	<b>SC-LES.2.C</b> Compares and contrasts the different seasons. <b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. <b>SC-LES.2.E</b> Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions. <b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather.
<b>Earth Sciences</b> <b>2.0 Changes in the Earth</b>	48 Months	<b>2.4</b> Develop awareness of the importance of caring for and respecting the environment, and participate in activities related to its care.	<b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. <b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.
<b>Earth Sciences</b> <b>2.0 Changes in the Earth</b>	60 Months	<b>2.4</b> Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.	<b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community. <b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.



AppleTree Institute  
1801 Mississippi Ave SE  
Washington, DC 20020

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## Contact Us

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(202) 488-3990  
[info@appletreeinstitute.org](mailto:info@appletreeinstitute.org)  
[www.everychildready.org](http://www.everychildready.org)

