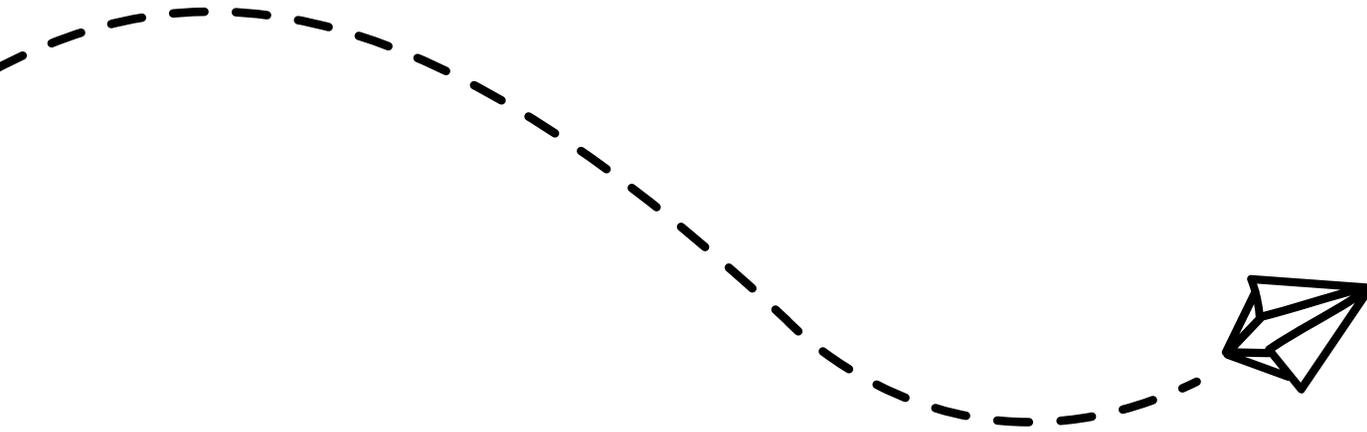# Every Child Ready Standards & California Preschool/Transitional Kindergarten Learning Foundations Alignment

Every Child Ready Standards & California Preschool/Transitional Kindergarten Learning Foundations Alignment

Approaches to Learning

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Motivation to Learn **Curiosity and Interest**	3 to 4 1/2 Years	**1.1 Curiosity and Interest** Express interest in some familiar and new objects, people, and activities in their immediate environment. Seek information byexploring with their senses, describing their observations, and asking simple questions.	**ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **SC-SP.1.AA** Uses senses to observe the environment. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.1.B** Observes and describes cause and effect. **SC-LES.1.C** Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.2.C** Compares and contrasts the different seasons.
Motivation to Learn **Curiosity and Interest**	4 to 5 1/2 Years	**1.1 Curiosity and Interest** Express interest in a broader range of familiar and new objects, people, and activities by exploring more extensively with their senses, describing their observations in greater detail, and asking more detailed questions.	**ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.1.B** Observes and describes cause and effect. **SC-P.4.E** Compares and contrasts how different factors change the motion of objects. **SC-LES.2.C** Compares and contrasts the different seasons.
Motivation to Learn **Initiative**	3 to 4 1/2 Years	**1.2 Initiative** Demonstrate initiative by starting activities(such as simple play scenarios), initiating social interactions (such as helping others), and seeking solutions to problems.	**ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **SE.6.A** With explicit adult instruction and modeling, completes a task alongside teacher support. **SE.6.B** Requests or accepts (verbally or nonverbally) adult support with many tasks. **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan.

Approaches to Learning

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Motivation to Learn **Initiative**	4 to 5 1/2 Years	**1.2 Initiative** Demonstrate initiative by starting activities(such as detailed and more complex play scenarios), initiating social interactions (such as helping others) more often, and seeking solutions to problems more persistently.	**ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan. **ATL.8.D** Creates and follows through with simple plans independently. **ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **SE.6.E** Seeks out opportunities to complete age-appropriate tasks independently. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.
Motivation to Learn **Engagement**	3 to 4 1/2 Years	**1.3 Engagement** Actively engage by focusing and concentrating on activities for brief periods of time with adult support.	**ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes). **ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes). **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.
Motivation to Learn **Engagement**	4 to 5 1/2 Years	**1.3 Engagement** Actively engage by focusing and concentrating on activities for longer periods of time with less adult support.	**ATL.6.C** Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes). **ATL.6.D** Refocuses attention to independent or group activity after minor distraction. **ATL.6.E** Attends to activities or peer engagement for extended periods of time (30+ minutes). **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges
Motivation to Learn **Perseverance**	3 to 4 1/2 Years	**1.4 Persisting Despite Difficulties** Demonstrate persistence, with adult support, when engaging in an activity despite encountering setbacks or boredom. Make an effort, with adult support, to cope with emotions that arise (for instance, frustration, sadness, anger, excitement), although may shift to another activity after a short while.	**ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.

Approaches to Learning

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Motivation to Learn **Perseverance**	4 to 5 1/2 Years	**1.4 Persisting Despite Difficulties** Demonstrate persistence for longer periods of time when engaging in an activity despite encountering setbacks or boredom. More consistently cope with emotions that arise (for instance, frustration, anger, sadness, excitement) and can continue engaging in an activity with less adult support.	**ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **ATL.7.D** Independently completes simple assignment or task despite normal classroom environment distractions. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).
Executive Functioning **Working Memory**	3 to 4 1/2 Years	**2.1 Working Memory** Hold approximately one to two pieces of information in their mind for a short time and use the knowledge to guide behavior when performing tasks and engaging in play, with adult support.	**ATL.9.AA** Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). **ATL.9.A** Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). **ATL.7.A** Participates in one- to two-step inhibition games and activities. **LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.
Executive Functioning **Working Memory**	4 to 5 1/2 Years	**2.1 Working Memory** Hold approximately two to three pieces of information in their mind for longer periods of time and use the knowledge to guide behavior when engaging in multistep tasks and more complex play, with less adult support.	**ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today). **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **ATL.7.B** Independently follows two- to three-step verbal adult directions. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions.

APPROACHES TO LEARNING

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Executive Functioning **Inhibitory Control**	3 to 4 1/2 Years	**2.2 Managing Impulsive Behaviors** Demonstrate emerging ability to manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with adult support.	**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. **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **ATL.5.B** Shifts between tasks or activities, including ending preferred activities, with adult support.
Executive Functioning **Inhibitory Control**	4 to 5 1/2 Years	**2.2 Managing Impulsive Behaviors** Manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with less adult support.	**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.D** Independently completes simple assignment or task despite normal classroom environment distractions. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **SE.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
Executive Functioning **Inhibitory Control**	3 to 4 1/2 Years	**2.3 Managing Attention and Distractions** Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities; however, often need adult support to manage attention when distracted or interrupted.	**ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes). **ATL.6.C** Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes). **ATL.5.B** Shifts between tasks or activities, including ending preferred activities, with adult support. **SE.2.B** Accepts offers of adult assistance to engage in coregulation.
Executive Functioning **Inhibitory Control**	4 to 5 1/2 Years	**2.3 Managing Attention and Distractions** Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities with less adult support.	**ATL.6.C** Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes). **ATL.6.D** Refocuses attention to independent or group activity after minor distraction. **ATL.6.E** Attends to activities or peer engagement for extended periods of time (30+ minutes). **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **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.D** Independently completes simple assignment or task despite normal classroom environment distractions.

APPROACHES TO LEARNING

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Executive Functioning **Flexibility**	3 to 4 1/2 Years	**2.4 Flexibility** Demonstrate emerging ability to shift behavior and think about things in a new way, with adult support.	**ATL.5.C** Adjusts to changes in the environment or schedule with adult guidance and advance warning. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own.
Executive Functioning **Flexibility**	4 to 5 1/2 Years	**2.4 Flexibility** More consistently shift behavior and think about things in a new way, with less adult support.	**ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **ATL.5.E** Adapts to new rules or circumstances in an age-appropriate game or activity. **ATL.8.E** Plans simple steps for future activity goal. **C-ARTS.5.A** Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community.
Goal-Directed Learning **Problem-Solving**	3 to 4 1/2 Years	**3.1 Planning** Demonstrate emerging ability to set and carry out simple goals (for example, one- to two- step plans and goals), with adult support.	**ATL.8.AA** Self-selects toy, activity, or Center to engage in when provided with choices. **ATL.8.A** With one to one adult support, completes steps of a simple task or project (two to three steps). **ATL.8.B** Uses adult-created organization tools to complete steps of a simple task or project. **ATL.4.B** Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.
Goal-Directed Learning **Problem-Solving**	4 to 5 1/2 Years	**3.1 Planning** Demonstrate ability to set and carry out more complex plans (for example, two- to three- step plans and goals), with less adult support.	**ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan. **ATL.8.D** Creates and follows through with simple plans independently. **ATL.8.E** Plans simple steps for future activity goal. **ATL.4.D** Assesses or reflects upon activity or task outcome or product.

APPROACHES TO LEARNING

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Goal-Directed Learning **Problem-Solving**	3 to 4 1/2 Years	**3.2 Reflecting and Analyzing** Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with adult support.	**ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **ATL.4.D** Assesses or reflects upon activity or task outcome or product. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
Goal-Directed Learning **Problem-Solving**	4 to 5 1/2 Years	**3.2 Reflecting and Analyzing** Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with less adult support.	**ATL.5.E** Adapts to new rules or circumstances in an age-appropriate game or activity. **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **ATL.4.E** Assesses tasks and makes adjustments to strategies for updates or revisions. **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
Goal-Directed Learning **Collaborative Effort**	3 to 4 1/2 Years	**3.3 Problem-Solving Together** Collaborate with peers in problem-solving during play and learning activities, sometimes for a short period of time and sometimes longer.	**ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).

Approaches to Learning

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Goal-Directed Learning **Collaborative Effort**	4 to 5 1/2 Years	**3.3 Problem-Solving Together** Engage in extended collaborative problem- solving during play and learning activities. Communicate with peers about how to solve a problem and help peers when needed.	**ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
Goal-Directed Learning **Collaborative Effort**	3 to 4 1/2 Years	**3.4 Understanding Others** Notice, with adult support, that others have different approaches and preferences, although often have difficulty accepting others' approaches or preferences.	**SE.4.B** With adult prompts, compares their own characteristics and emotions to those of others. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **ATL.5.C** Adjusts to changes in the environment or schedule with adult guidance and advance warning. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
Goal-Directed Learning **Collaborative Effort**	4 to 5 1/2 Years	**3.4 Understanding Others** Demonstrate understanding and explain that others can have different approaches and preferences and more consistently accept others' approaches and preferences, with less adult support.	**SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. **ATL.5.E** Adapts to new rules or circumstances in an age-appropriate game or activity. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play).

SOCIAL AND EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Self **Self-Awareness**	3 to 4 1/2 Years	**1.1 Self Identity** Notice and communicate the characteristics of their physical appearance related to specific identities (for example, gender, race, ethnicity). Demonstrate emerging preferences for specific activities (for example, what to play, how to dress).	**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.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
Self **Self-Awareness**	4 to 5 1/2 Years	**1.1 Self Identity** Express their personal identity (for example, gender, race, or ethnicity), including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy (for example, sharing their family's practices or their own preferences).	**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. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.
Self **Self-Awarenesss**	3 to 4 1/2 Years	**1.2 Confidence in Abilities** Describe their abilities positively and enjoy demonstrating them. Communicate the desire to be viewed positively by familiar adults, including teachers.	**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.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.
Self **Self-Awarenesss**	4 to 5 1/2 Years	**1.2 Confidence in Abilities** Express confidence in their abilities and describe their strengths, including reference to past abilities. Continue to be sensitive to how they are viewed by peers and familiar adults, including teachers.	**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. **SE.3.A** With adult support, verbally or nonverbally identifies something about themselves. **SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.

SOCIAL AND EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Self **Emotional Knowledge**	3 to 4 1/2 Years	**1.3 Understanding Emotions in Self and Others** Identify basic emotions (for example, happy, sad, surprised) and recognize emotional expressions in self and others.	**SE.1.AA** Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. **SE.1.A** Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustration, and sad, while an adult adds emotion labels to that expression. **SE.1.B** With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. **SE.4.AA** With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others. **SE.4.A** With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. **SE.4.B** With adult prompts, compares their own characteristics and emotions to those of others. **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 **Emotional Knowledge**	4 to 5 1/2 Years	**1.3 Understanding Emotions in Self and Others** Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others.	**SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.1.D** Independently verbally or nonverbally names and describes their own emotions. **SE.1.E** Identifies that they can have different emotions about the same situation. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. **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.2.D** Recognizes that people have different thoughts and opinions within a community.

SOCIAL AND EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Self **Regulating Emotions and Behaviors**	3 to 4 1/2 Years	**1.4 Regulating Emotions, Behaviors, and Stress** Make efforts to regulate their emotions and behaviors and cope with stress with adult support.	**SE.2.A** Coregulates emotion with one-on-one adult support. **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **ATL.5.C** Adjusts to changes in the environment or schedule with adult guidance and advance warning. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **ATL.6.C** Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).
Self **Regulating Emotions and Behaviors**	4 to 5 1/2 Years	**1.4 Regulating Emotions, Behaviors, and Stress** Regulate emotions and behaviors and demonstrate strategies to cope with emotions and behaviors caused by stress with some adult support.	**SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **SE.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. **SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. **ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior. **ATL.5.C** Adjusts to changes in the environment or schedule with adult guidance and advance warning. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **ATL.5.E** Adapts to new rules or circumstances in an age-appropriate game or activity.
Self **Regulating Emotions and Behaviors**	3 to 4 1/2 Years	**1.5 Managing Routines and Transitions** Manage routines and transitions between settings (for example, from home to child care) or activities (for example, from playtime to story time) with adult support.	**M-M.2.B** Demonstrates the understanding of daily routines (order and general length of components). **ATL.5.A** Transitions between activities that are part of the routine school day with adult reminders. **ATL.5.B** Shifts between tasks or activities, including ending preferred activities, with adult support. **ATL.5.C** Adjusts to changes in the environment or schedule with adult guidance and advance warning. **SE.2.A** Coregulates emotion with one-on-one adult support. **ATL.5.E** Adapts to new rules or circumstances in an age-appropriate game or activity. **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **ATL.6.D** Refocuses attention to independent or group activity after minor distraction.

Social and Emotional Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Self **Regulating Emotions and Behaviors**	4 to 5 1/2 Years	**1.5 Managing Routines and Transitions** Anticipate routines and manage transitions between settings (for example, from home to school) or activities (for example, from snack time to small-group activities) with some adult support.	**ATL.5.C** Adjusts to changes in the environment or schedule with adult guidance and advance warning. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **ATL.5.E** Adapts to new rules or circumstances in an age-appropriate game or activity. **ATL.6.D** Refocuses attention to independent or group activity after minor distraction. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
Self **Social Awareness**	3 to 4 1/2 Years	**1.6 Awareness of Similarities and Differences Across People** Demonstrate awareness and interest in how people are similar and different.	**SE.4.B** With adult prompts, compares their own characteristics and emotions to those of others. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **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.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.
Self **Social Awareness**	4 to 5 1/2 Years	**1.6 Awareness of Similarities and Differences Across People** Make comparisons between themselves and others and express beliefs about themselves and others based on perceived similarities and differences.	**SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of 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. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.

SOCIAL AND EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Self **Social Awareness**	3 to 4 1/2 Years	**1.7 Understanding Other People's Thoughts, Behaviors, and Experiences** Develop understanding that others have unique thoughts, behaviors, and experiences.	**SE.4.B** With adult prompts, compares their own characteristics and emotions to those of others. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).
Self **Social Awareness**	4 to 5 1/2 Years	**1.7 Understanding Other People's Thoughts, Behaviors, and Experiences** Demonstrate emerging understanding of the mental and psychological reasons people act as they do and how these reasons contribute to differences in how people act or behave.	**SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **SE.4.B** With adult prompts, compares their own characteristics and emotions to those of others. **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **LL-NC.2.E** Makes inferences and provides explanation and reasoning for events in a text or characters' actions.

SOCIAL AND EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Self **Social Awareness**	3 to 4 1/2 Years	**1.8 Empathy and Caring** Demonstrate empathy by sharing the emotional experiences of others and showing concern for the needs of others in distress.	**SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. **SE.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
Self **Social Awareness**	4 to 5 1/2 Years	**1.8 Empathy and Caring** Respond to others' distress and needs with sympathetic caring and assistance by comforting and helping others, although occasionally require support from an adult to assist.	**SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. **SE.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
Interactions and Relationships with Adults **Interactions with Adults**	3 to 4 1/2 Years	**2.1 Reciprocal Interactions with Adults** Engage in positive interactions with familiar adults, especially in familiar settings. Demonstrate an emerging ability to initiate social interaction with familiar adults.	**SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **LL-BK.1.AA** Requests that books be read by an adult. **LL-BK.1.B** Selects and requests that a favorite or famliar book be read by an adult. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **ATL.4.AA** Verbally or nonverbally shares activities they are engaging in with a trusted adult. **ATL.4.A** Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. **SE.6.A** With explicit adult instruction and modeling, completes a task alongside teacher support.

Social and Emotional Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Interactions and Relationships with Adults **Interactions with Adults**	4 to 5 1/2 Years	**2.1 Reciprocal Interactions with Adults** Take greater initiative and participate in more reciprocal interactions with familiar adults (for example, initiate a conversation, suggest a shared activity, or ask for assistance).	**SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **LL-BK.1.AA** Requests that books be read by an adult. **LL-BK.1.B** Selects and requests that a favorite or famliar book be read by an adult. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **ATL.4.AA** Verbally or nonverbally shares activities they are engaging in with a trusted adult. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.
Interactions and Relationships with Adults **Attachment**	3 to 4 1/2 Years	**2.2 Seeking Security and Support** Seek security and support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.	**SE.2.AA** Co-regulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. **SE.2.A** Coregulates emotion with one-on-one adult support. **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. **LL-LC.4.A** Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.
Interactions and Relationships with Adults **Attachment**	4 to 5 1/2 Years	**2.2 Seeking Security and Support** Anticipate when they need support and take greater initiative in seeking support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.	**SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **SE.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.

SOCIAL AND EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Interactions and Relationships with Adults **Attachment**	3 to 4 1/2 Years	**2.3 Coping with Departures** Cope with departures and separations from attachment figures (for example, drop-off at preschool or family child care) but occasionally require additional assistance throughout the day to manage distress while being apart from attachment figures.	**SE.2.AA** Co-regulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. **SE.2.A** Coregulates emotion with one-on-one adult support. **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **ATL.5.C** Adjusts to changes in the environment or schedule with adult guidance and advance warning. **ATL.5.A** Transitions between activities that are part of the routine school day with adult reminders.
Interactions and Relationships with Adults **Attachment**	4 to 5 1/2 Years	**2.3 Coping with Departures** Cope with departures and separations from attachment figures and manage distress while being apart from attachment figures with minimal or no assistance.	**SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **SE.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. **ATL.5.C** Adjusts to changes in the environment or schedule with adult guidance and advance warning. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **ATL.5.A** Transitions between activities that are part of the routine school day with adult reminders.
Interactions and Relationships with Adults **Relationships with Adults**	3 to 4 1/2 Years	**2.4 Relationships with Adults** Contribute to maintaining positive relationships with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show emerging awareness of the adults' feelings, preferences, and well-being.	**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. **ATL.4.AA** Verbally or nonverbally shares activities they are engaging in with a trusted adult. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.

Social and Emotional Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Interactions and Relationships with Adults **Relationships with Adults**	4 to 5 1/2 Years	**2.4 Relationships with Adults** Contribute to positive mutual relationships and cooperation with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show interest in the adults' feelings, preferences, and well-being.	**SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.1.E** Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. **SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.
Interactions and Relationships with Peers **Interactions with Peers**	3 to 4 1/2 Years	**3.1 Interacting and Cooperating with Peers** Interact with peers in shared activities and occasionally participate in cooperative efforts with peers, with adult support.	**ATL.2.A** Engages in activities next to peers using shared materials (parallel play). **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **SE.5.AA** Mostly engages in play on own, but notices or takes an interest in peer or social situations. **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.

SOCIAL AND EMOTIONAL DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Interactions and Relationships with Peers **Interactions with Peers**	4 to 5 1/2 Years	**3.1 Interacting and Cooperating with Peers** More actively and intentionally interact and cooperate with peers in daily learning and play activities.	**ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
Interactions and Relationships with Peers **Interactions with Peers**	3 to 4 1/2 Years	**3.2 Conflict Resolution with Peers** Seek adult assistance to resolve peer conflicts or disagreements.	**SE.7.AA** Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation. **SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
Interactions and Relationships with Peers **Interactions with Peers**	4 to 5 1/2 Years	**3.2 Conflict Resolution with Peers** Negotiate with peers and more often communicate to respond to conflict. Seek adult assistance to understand their peers' needs or to resolve a conflict.	**SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play).

Social and Emotional Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Interactions and Relationships with Peers **Equitable Social Interactions**	3 to 4 1/2 Years	**3.3 Fairness and Respect** Demonstrate understanding of sharing and treating those who may be similar or different from them with fairness, although require some adult prompting to share.	**SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).
Interactions and Relationships with Peers **Equitable Social Interactions**	4 to 5 1/2 Years	**3.3 Fairness and Respect** More consistently share with others and treat others with fairness and respect with less adult prompting, including calling out unfairness in play and daily activities.	**SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.
Interactions and Relationships with Peers **Relationships with Peers**	3 to 4 1/2 Years	**3.4 Developing Friendships** Choose to play with one or two special peers they identify as friends. Share more complex play with friends than with other children.	**SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **SOC.2.AA** Shows interest in a variety of familiar community members.

Social and Emotional Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Interactions and Relationships with Peers **Relationships with Peers**	4 to 5 1/2 Years	**3.4 Developing Friendships** Develop friendships that are more reciprocal, exclusive, and enduring. Engage in enhanced cooperation and problem-solving efforts.	**SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.

Foundational Language Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Vocabulary**	3 to 4 1/2 Years	**1.1 Understanding and Using Vocabulary** Understand and use words for objects, actions, and attributes frequently experienced in everyday life, such as through play, conversations, or stories.	**LL-LC.2.AA** Verbally labels familar objects, body parts, people, or emotions using one-word responses. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.4.A** Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. **LL-LC.3.A** Shows interest in new words or asks questions to acquire new vocabulary.

Foundational Language Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Vocabulary**	4 to 5 1/2 Years	**1.1 Understanding and Using Vocabulary** Understand and use an increasing variety of words for objects, actions, and attributes experienced in everyday life, such as through play, conversations, or stories.	**LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.2.E** Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. **ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **LL-NC.2.C** Uses events from the book to make a prediction about what might happen next. **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults.
Listening and Speaking **Vocabulary**	3 to 4 1/2 Years	**1.2 Understanding and Using Words for Categories** Understand and use commonly experienced vocabulary to describe categories and the relationships within them.	**LL-LC.3.AA** Repeats or attempts to use words heard in the everyday language or environment. **LL-LC.3.A** Shows interest in new words or asks questions to acquire new vocabulary. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **M-PFA.1.C** Sorts and groups objects based on more complex attributes such as function or category. **PD.5.D** Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. **SC-LES.4.A** Identifies various animals. **SC-LES.5.A** Identifies various plants such as trees, flowers, bushes, and so on.
Listening and Speaking **Vocabulary**	4 to 5 1/2 Years	**1.2 Understanding and Using Words for Categories** Understand and use increasingly specific vocabulary to describe categories and the relationships within them.	**LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.3.D** Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). **LL-LC.3.E** Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **M-PFA.1.C** Sorts and groups objects based on more complex attributes such as function or category. **PD.5.D** Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. **SC-LES.4.A** Identifies various animals. **SC-LES.5.A** Identifies various plants such as trees, flowers, bushes, and so on.

Foundational Language Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Vocabulary**	3 to 4 1/2 Years	**1.3 Understanding and Using Size and Location Words** Understand and use words to describe the size and location of objects (such as "tiny" and "on"), including simple comparisons (such as "bigger").	**M-M.1.AA** Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. **M-M.1.A** Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. **M-GS.3.AA** Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. **M-GS.3.A** Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. **M-PFA.1.A** Sorts and groups objects based on one attribute such as visual features like color, size, or shape. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions.
Listening and Speaking **Vocabulary**	4 to 5 1/2 Years	**1.3 Understanding and Using Size and Location Words** Understand and use increasingly specific words to describe and compare the size and location of objects (such as "longer" and "between").	**M-M.1.B** Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. **M-GS.3.B** Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. **M-GS.3.C** Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. **M-GS.3.D** Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects. **M-PFA.2.C** Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-M.1.AA** Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. **M-M.1.A** Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.

FOUNDATIONAL LANGUAGE DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Grammar**	3 to 4 1/2 Years	**1.4 Using Grammatical Features and Sentence Structure*** Use common word forms and sentence forms to express thoughts and ideas.	**LL-LC.5.A** Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). **LL-LC.5.B** Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). **LL-LC.4.A** Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. **LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.4.E** Modifies conversations based on the context or listener.
Listening and Speaking **Grammar**	4 to 5 1/2 Years	**1.4 Using Grammatical Features and Sentence Structure*** Use both common and less common word forms and sentence forms to express complex thoughts and ideas.	**LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **LL-LC.5.E** Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof"). **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. **LL-LC.4.E** Modifies conversations based on the context or listener. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.3.D** Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
Listening and Speaking **Grammar**	3 to 4 1/2 Years	**1.5 Asking Questions** Use questions to seek information and to clarify and confirm understanding.	**ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.

Foundational Language Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Grammar**	4 to 5 1/2 Years	**1.5 Asking Questions** Use questions and follow-up questions to seek information and to clarify and confirm understanding.	**LL-LC.2.E** Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **ATL.3.C** Asks questions and seeks clarity after attempting a challenging task.
Listening and Speaking **Grammar**	3 to 4 1/2 Years	**1.6 Constructing Narratives** Use language to construct real or fictional short narratives.	**LL-NC.3.AA** Joins in acting out a book as it's read aloud. **LL-NC.3.A** Describes one event from a familiar narrative using visuals or gestures. **LL-NC.3.B** Retells two events from a familiar narrative using visuals or gestures. **LL-NC.4.AA** Says or reenacts one event in a personal narrative by using at least one word. **LL-NC.4.A** Describes or reenacts one event in a personal narrative using a simple phrase. **LL-NC.4.B** Tells a two-event personal narrative using simple phrases.
Listening and Speaking **Grammar**	4 to 5 1/2 Years	**1.6 Constructing Narratives** Use language to construct real or fictional extended narratives that have several details or a plotline.	**LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures. **LL-NC.3.E** With prompting and support, retells familiar stories, including key details. **LL-NC.4.C** Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics. **LL-NC.4.D** Constructs a personal narrative with three or more events in a coherent sequence. **LL-NC.4.E** Constructs a personal narrative with three or more events in coherent sequence, adding simple details.
Listening and Speaking **Grammar**	3 to 4 1/2 Years	**1.7 Sharing Explanations and Opinions** Share descriptions, opinions, and explanations.	**LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).

Foundational Language Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Grammar**	4 to 5 1/2 Years	**1.7 Sharing Explanations and Opinions** Share detailed descriptions, opinions, and explanations.	**LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **LL-LC.5.E** Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof"). **LL-NC.2.D** Makes inferences to answer simple "why" questions by using background knowledge and events in a text. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-NC.2.E** Makes inferences and provides explanation and reasoning for events in a text or characters' actions.
Listening and Speaking **Grammar**	3 to 4 1/2 Years	**1.8 Participating in Conversations** Participate in back-and-forth conversations with adults and peers. Respond on topic for at least one turn in a conversation.	**LL-LC.4.A** Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. **LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.
Listening and Speaking **Grammar**	4 to 5 1/2 Years	**1.8 Participating in Conversations** Participate in increasingly long and complex back-and-forth conversations with adults and peers. Respond on topic across several turns in the conversation.	**LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. **LL-LC.4.E** Modifies conversations based on the context or listener.
Foundational Literacy Skills **Phonological Awareness**	3 to 4 1/2 Years	**2.1 Isolating Initial Sounds** Match words that have the same first sound in speech, with adult support or the support of pictures or objects.	**LL-PA.4.B** Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). **LL-PA.4.AA** Listens to and repeats the correct beginning sounds. **LL-BK.2.E** Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.

FOUNDATIONAL LANGUAGE DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Foundational Literacy Skills **Phonological Awareness**	4 to 5 1/2 Years	**2.1 Isolating Initial Sounds** Isolate and pronounce the first sound of a word, with adult support or the support of pictures or objects.	**LL-PA.4.A** Identifies the initial consonant sounds in familiar words (no blends and digraphs). **LL-PA.4.B** Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). **LL-PA.4.C** Produces words that have the same initial sound when given a consonant sound.
Foundational Literacy Skills **Phonological Awareness**	3 to 4 1/2 Years	**2.2 Recognizing and Blending Sounds*** When presented with two single-syllable words (such as "sand" and "box"), blend them into a compound word in speech with adult support or the support of pictures or objects.	**LL-PA.1.B** Blends two words to make a compound word.
Foundational Literacy Skills **Phonological Awareness**	4 to 5 1/2 Years	**2.2 Recognizing and Blending Sounds*** When presented with syllables and individual sounds, blend them into words in speech with adult support or the support of pictures or objects.	**LL-PA.5.D** Blends onset-rimes to form familiar CVC words. **LL-PA.1.B** Blends two words to make a compound word. **LL-PA.6.B** Blends a two-phoneme word with teacher support. **LL-PA.6.D** Blends three phonemes in familiar CVC words. **LL-PA.2.D** Blends the syllables in two- to three-syllable words.
Foundational Literacy Skills **Phonological Awareness**	3 to 4 1/2 Years	**2.3 Participating in Rhyming and Wordplay** Recognize or participate in familiar rhymes or songs.	**LL-PA.3.A** Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." **ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others.

Foundational Language Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Foundational Literacy Skills **Phonological Awareness**	4 to 5 1/2 Years	**2.3 Participating in Rhyming and Wordplay** Produce rhyming sounds or words. Rhymes may be imperfect and can be real or nonsense words.	**LL-PA.3.A** Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." **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 ____." **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **LL-PA.3.D** Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat." **LL-PA.3.E** Identifies rhyming words from groups of two to three words when given one rhyming word. **ATL.6.AA** Follows along with and participates in songs, chants, and simple stories.
Foundational Literacy Skills **Alphabetics and Print**	3 to 4 1/2 Years	**2.4 Identifying Letters*** Match some letter names to their printed form. These will commonly be letters in the child's first name. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match some (about three to eight) uppercase 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. **LL-AK.1.AA** Identifies the first letter in their name.
Foundational Literacy Skills **Alphabetics and Print**	4 to 5 1/2 Years	**2.4 Identifying Letters*** Match many letter names to their printed form. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match most (about 15 to 20) uppercase letter names and approximately half (about 12 to 16) of the 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.

Foundational Language Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Foundational Literacy Skills **Alphabetics and Print**	3 to 4 1/2 Years	**2.5 Learning Letter–Sound Correspondence** Recognize that letters or characters have sounds.	**LL-AK.1.AA** Identifies the first letter in their name. **LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text. **LL-AK.2.A** Produces up to two letter sounds when shown uppercase or lowercase letters. **LL-BK.3.D** Points to one word and one letter in an unfamiliar text or around the room. **LL-AK.2.B** Produces up to five letter sounds when shown uppercase or lowercase letters.
Foundational Literacy Skills **Alphabetics and Print**	4 to 5 1/2 Years	**2.5 Learning Letter–Sound Correspondence** Accurately identify or produce sounds associated with several letters or common characters with adult support. If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, accurately identify or produce sounds associated with about half of the letters.	**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.
Foundational Literacy Skills **Concepts About Print**	3 to 4 1/2 Years	**2.6 Understanding the Concept of Print** Recognize print as something that can be read and has meaning.	**LL-BK.3.AA** Identifies familiar images or logos in environmental print. **LL-BK.3.A** Demonstrates understanding that print has meaning. **LL-BK.3.B** Distinguishes between print and images in books and in the environment. **LL-BK.3.C** Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. **LL-WR.1.C** Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.
Foundational Literacy Skills **Concepts About Print**	4 to 5 1/2 Years	**2.6 Understanding the Concept of Print** Identify the meaning of a few instances of familiar print in the environment.	**LL-BK.3.D** Points to one word and one letter in an unfamiliar text or around the room. **LL-BK.3.E** Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark). **LL-WR.1.B** Contributes ideas and opinions to a shared writing experience with teacher support and dictation. **LL-WR.1.C** Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. **LL-WR.1.D** Helps lead a shared writing experience with teacher or peers. **LL-BK.3.C** Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.

FOUNDATIONAL LANGUAGE DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Foundational Literacy Skills **Concepts About Print**	3 to 4 1/2 Years	**2.7 Understanding Print Conventions** Display basic book-handling behaviors and knowledge of basic print conventions, such as turning pages in a single direction and recognizing the cover and title of a book.	**LL-BK.2.AA** Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. **LL-BK.2.A** Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. **LL-BK.3.AA** Identifies familiar images or logos in environmental print. **LL-BK.3.B** Distinguishes between print and images in books and in the environment. **LL-BK.3.B** Distinguishes between print and images in books and in the environment. **LL-BK.2.A** Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.
Foundational Literacy Skills **Concepts About Print**	4 to 5 1/2 Years	**2.7 Understanding Print Conventions** Display increasingly sophisticated book- handling behaviors and knowledge of print conventions, such as turning pages one at a time and understanding the direction and orientation of print.	**LL-BK.2.A** Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. **LL-BK.2.B** Uses illustrations to tell a familiar story. **LL-BK.2.C** Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. **LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text. **LL-BK.2.E** Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. **LL-BK.3.B** Distinguishes between print and images in books and in the environment.
Reading **Literacy Interest and Response**	3 to 4 1/2 Years	**3.1 Demonstrating Interest in Literacy Activities** Demonstrate interest in and engagement with literacy and literacy-related activities.	**LL-BK.1.AA** Requests that books be read by an adult. **LL-BK.1.A** Treats books with care. **LL-BK.1.B** Selects and requests that a favorite or famliar book be read by an adult. **LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-BK.1.D** Looks at books independently or with peers. **LL-BK.1.E** Invites peers to look at books or ask questions about books read by peers. **ATL.8.AA** Self-selects toy, activity, or Center to engage in when provided with choices. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work.

Foundational Language Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Reading **Literacy Interest and Response**	4 to 5 1/2 Years	**3.1 Demonstrating Interest in Literacy Activities** Demonstrate interest in and engagement with literacy and literacy-related activities for progressively extended periods of time and with increasing independence.	**LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-BK.1.D** Looks at books independently or with peers. **LL-BK.1.E** Invites peers to look at books or ask questions about books read by peers. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **LL-BK.1.B** Selects and requests that a favorite or famliar book be read by an adult. **LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text.
Reading **Comprehension and Analysis of Age-Appropriate Text***	3 to 4 1/2 Years	**3.2 Understanding Stories** Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times.	**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. **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. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **LL-NC.3.AA** Joins in acting out a book as it's read aloud. **LL-NC.3.A** Describes one event from a familiar narrative using visuals or gestures.
Reading **Comprehension and Analysis of Age-Appropriate Text***	4 to 5 1/2 Years	**3.2 Understanding Stories** Demonstrate understanding of details in a story, including knowledge of characters, events, and ordering of events, and use their increased understanding of story structure to predict what might come next when asked.	**LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures. **LL-NC.3.E** With prompting and support, retells familiar stories, including key details. **LL-NC.2.C** Uses events from the book to make a prediction about what might happen next. **LL-NC.2.D** Makes inferences to answer simple "why" questions by using background knowledge and events in a text. **LL-NC.2.E** Makes inferences and provides explanation and reasoning for events in a text or characters' actions. **LL-NC.1.B** Identifies the setting in a story. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.

Foundational Language Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Reading **Comprehension and Analysis of Age-Appropriate Text***	3 to 4 1/2 Years	**3.3 Understanding Informational Text** Demonstrate basic understanding of informational text after the child has experienced the text a few times.	**LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud. **LL-NC.5.B** Recognizes that informational texts are a source of information. **LL-NC.5.C** Makes connections between own experiences, background knowledge, and information presented in an informational text.
Reading **Comprehension and Analysis of Age-Appropriate Text***	4 to 5 1/2 Years	**3.3 Understanding Informational Text** Demonstrate deeper understanding of informational text using their abilities to make connections to previous knowledge, make inferences, and ask questions.	**LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud. **LL-NC.5.B** Recognizes that informational texts are a source of information. **LL-NC.5.C** Makes connections between own experiences, background knowledge, and information presented in an informational text. **LL-NC.5.E** Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.
Writing **Writing Skills**	3 to 4 1/2 Years	**4.1 Developing Fine Motor Skills in Writing** Experiment with grasp and body position using a variety of drawing and writing tools.	**PD.3.AA** Uses crayons or markers with some coordination. **PD.3.A** Draws vertical and horizontal lines with a model using a fisted grasp. **PD.3.D** Begins to use a tripod grasp when writing and copies complex designs. **C-ARTS.3.A** Expresses self using a variety of art materials and tools.
Writing **Writing Skills**	4 to 5 1/2 Years	**4.1 Developing Fine Motor Skills in Writing** Adjust grasp and body position for increased control in drawing and writing.	**PD.3.B** With teacher modeling, draws circles, squares, and crosses. **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. **PD.3.E** Consistently uses a tripod grasp when writing and copies and creates complex designs.

Foundational Language Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Writing **Writing as Communication**	4 to 5 1/2 Years	**4.2 Writing to Represent Sounds*** Write, with adult support, a few recognizable letters that are intended to represent their corresponding sounds.	**LL-WR.4.B** Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. **LL-WR.4.D** Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.4.E** Forms correct, intentional, and recognizable letters on the page when writing. **LL-WR.5.A** Writes from the top of the page to the bottom when writing, even at the emergent writing stage. **LL-WR.3.B** Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.6.C** Writes the correct initial sound of a word.
Writing **Writing as Communication**	3 to 4 1/2 Years	**4.3 Dictating Thoughts and Ideas to Be Conveyed in Writing** Engage in dictating thoughts and ideas when an adult offers to help with writing them down.	**LL-WR.1.A** Observes and nonverbally or verbally responds to a shared writing experience led by a teacher. **LL-WR.1.B** Contributes ideas and opinions to a shared writing experience with teacher support and dictation. **LL-WR.1.C** Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.
Writing **Writing as Communication**	4 to 5 1/2 Years	**4.3 Dictating Thoughts and Ideas to Be Conveyed in Writing** Demonstrate interest in conveying extended thoughts and ideas in writing, engaging the help of an adult.	**LL-WR.1.B** Contributes ideas and opinions to a shared writing experience with teacher support and dictation. **LL-WR.1.C** Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.1.A** Observes and nonverbally or verbally responds to a shared writing experience led by a teacher.
Writing **Writing as Communication**	3 to 4 1/2 Years	**4.4 Writing to Represent Words or Ideas*** Write using scribbles that resemble letters or characters and are distinct from pictures.	**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. **LL-WR.5.AA** Scribbles and makes marks on paper.

Foundational Language Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Writing **Writing as Communication**	4 to 5 1/2 Years	**4.4 Writing to Represent Words or Ideas*** Write a few recognizable letters or characters to represent words or ideas.	**LL-WR.4.B** Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. **LL-WR.4.D** Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.4.E** Forms correct, intentional, and recognizable letters on the page when writing. **LL-WR.5.A** Writes from the top of the page to the bottom when writing, even at the emergent writing stage.
Writing **Writing as Communication**	3 to 4 1/2 Years	**4.5 Writing Own Name** Write marks to represent own name.	**LL-WR.3.AA** When asked to write their name, child scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. **LL-WR.3.A** When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters.
Writing **Writing as Communication**	4 to 5 1/2 Years	**4.5 Writing Own Name** Demonstrate interest in conveying extended thoughts and ideas in writing, engaging the help of an adult.	**LL-WR.3.C** Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.D** Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.E** Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.

English Language Development

Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Vocabulary**	Discovering	**1.1 Understanding Words** Pay attention to English oral language and understand a few common English words, while relying mainly on intonation, facial expressions, and gestures of the speaker in interactions with adults and peers.	**LL-LC.1.AA** Points to familiar objects, people, body parts, or emotions. **LL-LC.1.A** Responds to simple requests, such as choosing between objects. **LL-LC.4.AA** Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. **ATL.2.AA** Observes others in play and participates in an activity next to other children (onlooker/parallel play). **SE.5.AA** Mostly engages in play on own, but notices or takes an interest in peer or social situations. **SE.3.AA** Responds to own name. **ATL.7.AA** With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).
Listening and Speaking **Vocabulary**	Developing	**1.1 Understanding Words** Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in interactions with adults and peers.	**LL-LC.1.A** Responds to simple requests, such as choosing between objects. **SE.3.AA** Responds to own name. **ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **ATL.7.AA** With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).
Listening and Speaking **Vocabulary**	Broadening	**1.1 Understanding Words** Demonstrate understanding of a larger set of words in English (for example, objects and actions, personal pronouns, possessives, and descriptive terms) in interactions with adults and peers.	**ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **LL-LC.1.A** Responds to simple requests, such as choosing between objects. **LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. **ATL.7.B** Independently follows two- to three-step verbal adult directions.
Listening and Speaking **Vocabulary**	Discovering	**1.2 Using Words** Use English words, mainly consisting of concrete nouns.	**LL-LC.3.AA** Repeats or attempts to use words heard in the everyday language or environment. **LL-LC.3.A** Shows interest in new words or asks questions to acquire new vocabulary. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions.

English Language Development

Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Vocabulary**	Developing	**1.2 Using Words** Use varied English words, including an increasing number of concrete nouns and some verbs and pronouns.	**LL-LC.5.A** Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults.
Listening and Speaking **Vocabulary**	Broadening	**1.2 Using Words** Use a wide variety of English words to share knowledge of concepts, including words across all parts of speech, with some inaccuracies.	**LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.3.A** Shows interest in new words or asks questions to acquire new vocabulary.
Listening and Speaking **Grammar**	Discovering	**1.3 Using Grammatical Features** Use one or two familiar English verbs as all-purpose verbs, with some inaccuracies.	**LL-LC.5.AA** Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball"). **LL-LC.5.A** Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). **LL-LC.5.B** Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). **LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. **LL-LC.1.C** Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.2.E** Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.

English Language Development

Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Grammar**	Developing	**1.3 Using Grammatical Features** Use some grammatical rules in English, such as using -s or -es for plural nouns and -ing for verbs, sometimes with inaccuracies.	**LL-LC.5.AA** Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball"). **LL-LC.5.A** Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). **LL-LC.5.B** Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence.
Listening and Speaking **Grammar**	Broadening	**1.3 Using Grammatical Features** Broaden the use of English grammatical rules, such as irregular plurals or simple past tense verbs, sometimes with inaccuracies.	**LL-LC.5.B** Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). **LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. **LL-LC.1.C** Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.2.E** Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
Listening and Speaking **Grammar**	Discovering	**1.4 Using Complex Sentence Structures** Use words or phrases repeatedly experienced in English to communicate.	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **LL-LC.1.AA** Points to familiar objects, people, body parts, or emotions. **LL-LC.4.AA** Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. **LL-LC.1.E** Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. **LL-LC.2.AA** Verbally labels familiar objects, body parts, people, or emotions using one-word responses. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence.

ENGLISH LANGUAGE DEVELOPMENT

Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Grammar**	Developing	**1.4 Using Complex Sentence Structures** Use a few formulaic English sentence structures to communicate on a range of topics by switching out key words in a phrase.	**LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.
Listening and Speaking **Grammar**	Broadening	**1.4 Using Complex Sentence Structures** Use a variety of English grammatical forms, with some inaccuracies, to produce many different types of sentence structures. Grammatical forms can include adding appropriate possessive pronouns (for example, your, my); conjunctions (for example, and, or); and other elements (for example, adjectives, adverbs).	**LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **LL-LC.5.E** Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").
Listening and Speaking **Language Use**	Discovering	**1.5 Communicating Needs** Use single English words and nonverbal communication with English speakers, such as gestures or behaviors, to seek attention, make a request, or initiate a response.	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **LL-LC.1.AA** Points to familiar objects, people, body parts, or emotions. **LL-LC.4.AA** Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. **LL-LC.1.E** Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.

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Listening and Speaking **Language Use**	Developing	**1.5 Communicating Needs** Combine nonverbal communication and some English phrases to be understood by English speakers.	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **LL-LC.1.AA** Points to familiar objects, people, body parts, or emotions. **LL-LC.4.AA** Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. **LL-LC.1.E** Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. **LL-LC.2.AA** Verbally labels familiar objects, body parts, people, or emotions using one-word responses. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence.
Listening and Speaking **Language Use**	Broadening	**1.5 Communicating Needs** Show increasing reliance on verbal communication in English to be understood by English speakers.	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **LL-LC.1.E** Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **LL-LC.4.A** Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.
Listening and Speaking **Language Use**	Discovering	**1.6 Understanding Requests and Directions** Follow simple directions in English when given additional contextual clues.	**LL-LC.1.A** Responds to simple requests, such as choosing between objects. **ATL.7.AA** With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).
Listening and Speaking **Language Use**	Developing	**1.6 Understanding Requests and Directions** Follow directions in English that involve repeatedly experienced routines or contextual clues.	**LL-LC.1.A** Responds to simple requests, such as choosing between objects. **ATL.7.AA** With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).

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Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Language Use**	Broadening	**1.6 Understanding Requests and Directions** Follow directions that involve more than one step, relying less on contextual clues.	**LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. **ATL.7.B** Independently follows two- to three-step verbal adult directions.
Listening and Speaking **Language Use**	Discovering	**1.7 Asking Questions** Use a frequently experienced question phrase (such as "What's that?") or use one or two English words with a rising pitch to ask questions.	**LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **ATL.3.C** Asks questions and seeks clarity after attempting a challenging task.
Listening and Speaking **Language Use**	Developing	**1.7 Asking Questions** Use a few question structures as a formula, filling in different words to ask about various topics.	**LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.5.B** Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").
Listening and Speaking **Language Use**	Broadening	**1.7 Asking Questions** Use "who," "what," "why," "how," "when," and "where" to produce questions in many forms to ask about a variety of topics in English.	**LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **LL-LC.2.E** Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. **ATL.3.C** Asks questions and seeks clarity after attempting a challenging task.
Listening and Speaking **Language Use**	Discovering	**1.8 Constructing Narratives** Identify parts of real or fictional narratives using a few English vocabulary words.	**LL-NC.4.A** Describes or reenacts one event in a personal narrative using a simple phrase. **LL-NC.4.B** Tells a two-event personal narrative using simple phrases. **LL-NC.4.C** Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics. **LL-NC.4.D** Constructs a personal narrative with three or more events in a coherent sequence.

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Listening and Speaking **Language Use**	Developing	**1.8 Constructing Narratives** Construct real or fictional short narratives using English vocabulary in a few simple English sentence structures.	**LL-NC.4.AA** Says or reenacts one event in a personal narrative by using at least one word. **LL-NC.4.A** Describes or reenacts one event in a personal narrative using a simple phrase. **LL-NC.4.B** Tells a two-event personal narrative using simple phrases. **ATL.4.AA** Verbally or nonverbally shares activities they are engaging in with a trusted adult. **ATL.4.A** Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.
Listening and Speaking **Language Use**	Broadening	**1.8 Constructing Narratives** Construct real or fictional narratives by stringing together sentences with varied structures in English.	**LL-NC.4.A** Describes or reenacts one event in a personal narrative using a simple phrase. **LL-NC.4.B** Tells a two-event personal narrative using simple phrases. **LL-NC.4.C** Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics. **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play.
Listening and Speaking **Language Use**	Discovering	**1.9 Sharing Explanations and Opinions** Use English vocabulary and gestures to share descriptions, opinions, and explanations.	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **LL-LC.1.AA** Points to familiar objects, people, body parts, or emotions. **LL-LC.4.AA** Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. **LL-LC.1.E** Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. **LL-LC.4.A** Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.
Listening and Speaking **Language Use**	Developing	**1.9 Sharing Explanations and Opinions** Use a few simple sentence structures to share descriptions, opinions, and explanations.	**LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.

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Listening and Speaking **Language Use**	Broadening	**1.9 Sharing Explanations and Opinions** Use varied sentence structures to share descriptions, opinions, and explanations.	**LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **LL-LC.5.E** Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").
Listening and Speaking **Language Use**	Discovering	**1.10 Participating in Conversations** Engage in conversation with English speakers, by mostly listening and responding with a few English words, gestures, or other nonverbal responses.	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **LL-LC.1.AA** Points to familiar objects, people, body parts, or emotions. **LL-LC.4.AA** Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. **LL-LC.1.A** Responds to simple requests, such as choosing between objects. **LL-LC.2.AA** Verbally labels familiar objects, body parts, people, or emotions using one-word responses. **LL-LC.1.E** Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.
Listening and Speaking **Language Use**	Developing	**1.10 Participating in Conversations** Converse with others using frequently heard vocabulary in English, often using short, commonly used sentences and phrases and a few repeated grammatical structures, sometimes with inaccuracies.	**LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.

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Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Listening and Speaking **Language Use**	Broadening	**1.10 Participating in Conversations** Engage in conversations in English using increasingly complex vocabulary and varied grammatical structures, sometimes with inaccuracies.	**LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.2.E** Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. **LL-LC.5.B** Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). **LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. **LL-LC.1.C** Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.
Foundational Literacy Skills **Phonological Awareness**	Discovering	**2.1 Recognizing and Segmenting Sounds** Recognize and produce sounds of spoken English.	**LL-PA.6.AA** Participates in phoneme activities with teachers. **LL-PA.6.A** Repeats an individual sound. **LL-PA.3.AA** Imitates common sounds like a duck (quack, quack) or train (choo, choo). **LL-PA.4.AA** Listens to and repeats the correct beginning sounds. **LL-PA.4.A** Identifies the initial consonant sounds in familiar words (no blends and digraphs). **LL-PA.5.AA** Participates in onset-rime activities with teachers.
Foundational Literacy Skills **Phonological Awareness**	Developing	**2.1 Recognizing and Segmenting Sounds** Match English words that have the same first sound in speech, with adult support or the support of pictures or objects.	**LL-PA.4.A** Identifies the initial consonant sounds in familiar words (no blends and digraphs). **LL-PA.4.B** Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).

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Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Foundational Literacy Skills **Phonological Awareness**	Broadening	**2.1 Recognizing and Segmenting Sounds** Isolate and pronounce the first sound of a word in English, with adult support or the support of pictures or objects.	**LL-PA.4.A** Identifies the initial consonant sounds in familiar words (no blends and digraphs). **LL-PA.4.B** Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). **LL-PA.4.C** Produces words that have the same initial sound when given a consonant sound. **LL-PA.5.B** Isolates the onset of CVC words. **LL-PA.5.C** Isolates the rime of CVC words. **LL-PA.4.B** Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).
Foundational Literacy Skills **Phonological Awareness**	Discovering	**2.2 Recognizing and Blending Sounds** Recognize and produce sounds of spoken English.	**LL-PA.6.AA** Participates in phoneme activities with teachers. **LL-PA.6.A** Repeats an individual sound. **LL-PA.3.AA** Imitates common sounds like a duck (quack, quack) or train (choo, choo). **LL-PA.4.AA** Listens to and repeats the correct beginning sounds. **LL-PA.4.A** Identifies the initial consonant sounds in familiar words (no blends and digraphs). **LL-PA.5.AA** Participates in onset-rime activities with teachers. **LL-PA.1.A** Repeats compound words using visuals.
Foundational Literacy Skills **Phonological Awareness**	Developing	**2.2 Recognizing and Blending Sounds** When presented with two single-syllable English words (such as "sand" and "box"), blend them into a compound word in speech, with adult support or the support of pictures or objects.	**LL-PA.6.AA** Participates in phoneme activities with teachers. **LL-PA.6.A** Repeats an individual sound. **LL-PA.2.AA** Repeats one-syllable words or participates in games and word play involving one-syllable words. **LL-PA.1.AA** Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. **LL-PA.1.B** Blends two words to make a compound word.

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Foundational Literacy Skills **Phonological Awareness**	Broadening	**2.2 Recognizing and Blending Sounds** When presented with syllables and individual sounds, blend them into English words in speech, with adult support or the support of pictures or objects.	**LL-PA.6.B** Blends a two-phoneme word with teacher support. **LL-PA.6.C** Segments a two-phoneme word. **LL-PA.5.B** Isolates the onset of CVC words. **LL-PA.5.C** Isolates the rime of CVC words. **LL-PA.4.B** Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). **LL-PA.4.C** Produces words that have the same initial sound when given a consonant sound. **LL-PA.4.D** Identifies the final consonant sound in one-syllable words. **LL-PA.1.B** Blends two words to make a compound word.
Foundational Literacy Skills **Phonological Awareness**	Discovering	**2.3 Participating in Rhyming and Wordplay** Attend to and participate in frequently experienced simple songs, poems, and fingerplays in English, with gestures and some key words.	**LL-PA.3.A** Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." **ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others.
Foundational Literacy Skills **Phonological Awareness**	Developing	**2.3 Participating in Rhyming and Wordplay** Repeat or recite parts of simple songs, poems, and fingerplays that emphasize rhyme in English.	**LL-PA.3.A** Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." **ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others.
Foundational Literacy Skills **Phonological Awareness**	Broadening	**2.3 Participating in Rhyming and Wordplay** Repeat, recite, produce, or initiate simple songs, poems, and fingerplays that emphasize rhyme in English.	**LL-PA.3.A** Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." **ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **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 ____." **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others.

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Foundational Literacy Skills **Alphabetics and Print***	Discovering	**2.4 Recognizing and Identifying Letters** Recognize the first letter in their own name in the English alphabet.	**LL-AK.1.AA** Identifies the first letter in their name.
Foundational Literacy Skills **Alphabetics and Print***	Developing	**2.4 Recognizing and Identifying Letters** Accurately identify a few letters of the alphabet in English.	**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.
Foundational Literacy Skills **Alphabetics and Print***	Broadening	**2.4 Recognizing and Identifying Letters** Accurately identify many uppercase and some lowercase letters of the alphabet in English.	**LL-AK.1.B** Identifies up to ten uppercase or lowercase letters. **LL-AK.1.C** Identifies up to 20 uppercase or lowercase letters. **LL-AK.1.E** Identifies all 26 uppercase and lowercase letters in random order.
Foundational Literacy Skills **Alphabetics and Print***	Discovering	**2.5 Learning Letter–Sound Correspondence** Demonstrate awareness that English alphabet letters have sounds.	**LL-AK.2.AA** Produces the first letter sound in their name with teacher support. **LL-PA.4.AA** Listens to and repeats the correct beginning sounds. **LL-PA.4.A** Identifies the initial consonant sounds in familiar words (no blends and digraphs).
Foundational Literacy Skills **Alphabetics and Print***	Developing	**2.5 Learning Letter–Sound Correspondence** Accurately identify or produce the sound associated with one or two letters in the English alphabet.	**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.

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Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Foundational Literacy Skills **Alphabetics and Print***	Broadening	**2.5 Learning Letter–Sound Correspondence** Accurately identify or produce the sounds of a few letters of the English alphabet (about 5–10), with adult support.	**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.
Foundational Literacy Skills **Concepts About Print***	Discovering	**2.6 Understanding the Concept of Print** Interact with materials representing the letters of the English alphabet.	**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-BK.1.D** Looks at books independently or with peers.
Foundational Literacy Skills **Concepts About Print***	Developing	**2.6 Understanding the Concept of Print** Demonstrate awareness that they are interacting with English print.	**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-AK.1.B** Identifies up to ten uppercase or lowercase letters. **LL-BK.3.B** Distinguishes between print and images in books and in the environment. **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.
Foundational Literacy Skills **Concepts About Print***	Broadening	**2.6 Understanding the Concept of Print** Demonstrate awareness of English print as something that can be read and has specific meaning.	**LL-BK.3.B** Distinguishes between print and images in books and in the environment. **LL-BK.3.C** Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. **LL-WR.1.C** Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. **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). **LL-BK.2.E** Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.

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Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Foundational Literacy Skills **Concepts About Print***	Discovering	**2.7 Understanding Print Conventions** Engage and interact with English-language books. Demonstrate understanding of a few general book-handling behaviors, such as turning pages one at a time in a single direction.	**LL-BK.2.AA** Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. **LL-BK.2.A** Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. **LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text.
Foundational Literacy Skills **Concepts About Print***	Developing	**2.7 Understanding Print Conventions** Demonstrate understanding of a few book-handling behaviors or print conventions specific to English, such as turning pages from right to left and recognizing the front cover of a book.	**LL-BK.2.AA** Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. **LL-BK.2.A** Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. **LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text. **LL-BK.2.E** Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.
Foundational Literacy Skills **Concepts About Print***	Broadening	**2.7 Understanding Print Conventions** Demonstrate 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.	**LL-BK.2.AA** Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. **LL-BK.2.A** Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. **LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text. **LL-BK.2.E** Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.
Reading **Literacy Interest and Response**	Discovering	**3.1 Demonstrating Interest in Literacy Activities** Attend to English-language literacy activities.	**LL-BK.1.AA** Requests that books be read by an adult. **LL-BK.1.B** Selects and requests that a favorite or familiar book be read by an adult. **LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-NC.5.AA** Listens to a wide variety of informational texts read aloud.

English Language Development

Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Reading **Literacy Interest and Response**	Developing	**3.1 Demonstrating Interest in Literacy Activities** Demonstrate interest in and engagement with English-language literacy activities.	**LL-BK.1.B** Selects and requests that a favorite or familiar book be read by an adult. **LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud. **LL-BK.1.D** Looks at books independently or with peers. **LL-BK.1.E** Invites peers to look at books or ask questions about books read by peers. **LL-NC.5.AA** Listens to a wide variety of informational texts read aloud.
Reading **Literacy Interest and Response**	Broadening	**3.1 Demonstrating Interest in Literacy Activities** Demonstrate interest in and engagement with English-language literacy activities with increasing independence.	**LL-BK.1.D** Looks at books independently or with peers. **LL-BK.1.E** Invites peers to look at books or ask questions about books read by peers. **LL-BK.2.B** Uses illustrations to tell a familiar story. **LL-BK.2.C** Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. **LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text.
Reading **Literacy Interest and Response**	Discovering	**3.2 Participating in Read-Aloud Activities** Pay attention to an adult reading a short English-language book.	**LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-NC.5.AA** Listens to a wide variety of informational texts read aloud. **LL-BK.1.B** Selects and requests that a favorite or famliar book be read by an adult.
Reading **Literacy Interest and Response**	Developing	**3.2 Participating in Read-Aloud Activities** Engage in read-aloud activities with English-language books when the language is predictable or repetitive and communicate about the content of the books.	**LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-BK.1.D** Looks at books independently or with peers. **LL-BK.1.E** Invites peers to look at books or ask questions about books read by peers. **LL-NC.3.AA** Joins in acting out a book as it's read aloud. **LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud. **ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).

English Language Development

Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Reading **Literacy Interest and Response**	Broadening	**3.2 Participating in Read-Aloud Activities** Engage in read-aloud activities with English-language books and communicate about the content of the books.	**LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). **LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures. **LL-NC.3.E** With prompting and support, retells familiar stories, including key details.
Reading **Comprehension and Analysis of Age-Appropriate Text**	Discovering	**3.3 Understanding Stories** Use pictures or other supports (such as objects or gestures) to understand major characters and details in an English-language story.	**LL-NC.3.A** Describes one event from a familiar narrative using visuals or gestures. **LL-NC.3.B** Retells two events from a familiar narrative using visuals or gestures. **LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud. **LL-BK.2.B** Uses illustrations to tell a familiar story.
Reading **Comprehension and Analysis of Age-Appropriate Text**	Developing	**3.3 Understanding Stories** Demonstrate understanding of a few major characters and events in an English-language story, including some details that are conveyed only through the words of the story, after experiencing it a few times.	**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. **LL-NC.1.D** Identifies the cause and effect relationship between events in a narrative story. **LL-NC.2.E** Makes inferences and provides explanation and reasoning for events in a text or characters' actions. **LL-NC.3.AA** Joins in acting out a book as it's read aloud. **LL-NC.3.A** Describes one event from a familiar narrative using visuals or gestures. **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. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.

ENGLISH LANGUAGE DEVELOPMENT

Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Reading **Comprehension and Analysis of Age-Appropriate Text**	Broadening	**3.3 Understanding Stories** Demonstrate understanding of major characters and events in an English-language story, including details that are conveyed only through the words of the story, after experiencing it for the first time.	**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. **LL-NC.1.D** Identifies the cause and effect relationship between events in a narrative story. **LL-NC.1.E** Identifies the problem, solution, and character motivation in narrative story. **LL-NC.2.E** Makes inferences and provides explanation and reasoning for events in a text or characters' actions. **LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures. **LL-NC.3.E** With prompting and support, retells familiar stories, including key details. **LL-NC.2.C** Uses events from the book to make a prediction about what might happen next. **LL-NC.2.D** Makes inferences to answer simple "why" questions by using background knowledge and events in a text. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **ATL.9.E** Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
Reading **Comprehension and Analysis of Age-Appropriate Text**	Discovering	**3.4 Understanding Informational Text** Use pictures or other supports (such as objects or gestures) to understand a few major details in an English-language informational text.	**LL-NC.5.AA** Listens to a wide variety of informational texts read aloud. **LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud. **LL-BK.2.B** Uses illustrations to tell a familiar story.
Reading **Comprehension and Analysis of Age-Appropriate Text**	Developing	**3.4 Understanding Informational Text** Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it a few times.	**LL-NC.5.B** Recognizes that informational texts are a source of information. **LL-NC.5.C** Makes connections between own experiences, background knowledge, and information presented in an informational text. **LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).

ENGLISH LANGUAGE DEVELOPMENT

Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Reading **Comprehension and Analysis of Age-Appropriate Text**	Broadening	**3.4 Understanding Informational Text** Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it for the first time.	**LL-NC.5.C** Makes connections between own experiences, background knowledge, and information presented in an informational text. **LL-NC.5.B** Recognizes that informational texts are a source of information. **LL-NC.5.D** Describes the relationship between an informational text and another text about a similar topic. **LL-NC.5.E** Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.
Writing **Writing as Communication**	Discovering	**4.1 Writing to Represent Words or Ideas** Write scribbles to represent words and ideas in English.	**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.5.AA** Scribbles and makes marks on paper. **LL-WR.2.AA** Draws to represent something or to communicate a thought.
Writing **Writing as Communication**	Developing	**4.1 Writing to Represent Words or Ideas** Write letter-like scribbles to represent words and ideas in English, with adult support.	**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.5.AA** Scribbles and makes marks on paper. **LL-WR.4.B** Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation.
Writing **Writing as Communication**	Broadening	**4.1 Writing to Represent Words or Ideas** Write a few recognizable letters to represent words and ideas in English independently.	**LL-WR.4.B** Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. **LL-WR.4.D** Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.4.E** Forms correct, intentional, and recognizable letters on the page when writing. **LL-WR.5.A** Writes from the top of the page to the bottom when writing, even at the emergent writing stage. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation.

English Language Development

Strand and Substrand	Level	Foundation and Description	Every Child Ready Standard(s)
Writing **Writing as Communication**	Discovering	**4.2 Writing Own Name*** Write marks to represent their own name in the English alphabet.	**LL-WR.3.AA** When asked to write their name, child scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.
Writing **Writing as Communication**	Developing	**4.2 Writing Own Name*** Copy their own name in the English alphabet.	**LL-WR.3.A** When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters. **LL-WR.3.B** Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.C** Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.
Writing **Writing as Communication**	Broadening	**4.2 Writing Own Name*** Write their first name independently in the English alphabet nearly correctly.	**LL-WR.3.D** Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.E** Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.

Mathematics

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Counting and Cardinality **Counting Principles**	3 to 4 1/2 Years	**1.1 Reciting Numbers** Recite numbers in order from one to ten or higher with no more than a few errors.	**M-NC.1.AA** Says number words in order from 1–2 from memory. **M-NC.1.A** Says number words in order from 1–3 from memory. **M-NC.1.B** Says number words in order from 1–5 from memory. **M-NC.1.C** Says number words in order from 1–7 from memory. **M-NC.1.D** Says number words in order from 1–10 from memory.

MATHEMATICS

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Counting and Cardinality **Counting Principles**	4 to 5 1/2 Years	**1.1 Reciting Numbers** Recite numbers in order from one to thirty with no more than a few errors. Count forward from a number other than one.	**M-NC.1.A** Says number words in order from 1–3 from memory. **M-NC.1.B** Says number words in order from 1–5 from memory. **M-NC.1.C** Says number words in order from 1–7 from memory. **M-NC.1.D** Says number words in order from 1–10 from memory. **M-NC.1.E** Says number words in order from 1–20 from memory.
Counting and Cardinality **Counting Principles**	3 to 4 1/2 Years	**1.2 One-to-One Correspondence** Count five objects or more using one-to-one correspondence (one object for each number word).	**M-NC.2.A** Says numbers in order while matching each number word to each object when counting from 1–3. **M-NC.2.B** Says numbers in order, matching each number word to each object when counting from 1–5.
Counting and Cardinality **Counting Principles**	4 to 5 1/2 Years	**1.2 One-to-One Correspondence** Count ten objects or more using one-to-one correspondence (one object for each number word).	**M-NC.2.C** Says numbers in order, matching each number word to each object when counting from 1–7. **M-NC.2.D** Says numbers in order, matching each number word to each object when counting from 1–10. **M-NC.2.B** Says numbers in order, matching each number word to each object when counting from 1–5. **M-NC.2.E** Says numbers in order, matching each number word to each object when counting from 1–15.
Counting and Cardinality **Counting Principles**	3 to 4 1/2 Years	**1.3 Cardinality** Answer the question "How many?" by counting. May repeat the last number word in the number list after counting but is still developing an understanding that the number name of the last object counted represents the total number of objects in the group.	**M-NC.3.B** Creates sets of 0–5 and begins to use cardinality to identify the last number counted. **M-NC.3.C** Creates sets of 0–7 and begins to use cardinality to identify the last number counted. **M-NC.3.D** Creates sets of 0–10 and begins to use cardinality to identify the last number counted.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Counting and Cardinality **Counting Principles**	4 to 5 1/2 Years	**1.3 Cardinality** Consistently demonstrate understanding when counting that the number name of the last object counted represents the total number of objects in the group.	**M-NC.3.E** Create sets of 0–10 and uses cardinality to identify the last number counted. **M-NC.3.B** Creates sets of 0–5 and begins to use cardinality to identify the last number counted. **M-NC.3.C** Creates sets of 0–7 and begins to use cardinality to identify the last number counted. **M-NC.3.D** Creates sets of 0–10 and begins to use cardinality to identify the last number counted.
Counting and Cardinality **Recognizing Quantities**	3 to 4 1/2 Years	**1.4 Subitize** Identify without counting the number of objects in a small collection (for example, one to four objects).	**M-NC.3.AA** Subitizes by instantly saying how many are in a set without counting for quantities 1–2. **M-NC.3.A** Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
Counting and Cardinality **Recognizing Quantities**	4 to 5 1/2 Years	**1.4 Subitize** Identify without counting the number of objects in a collection of one to five objects.	**M-NC.3.AA** Subitizes by instantly saying how many are in a set without counting for quantities 1–2. **M-NC.3.A** Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
Counting and Cardinality **Numeral Recognition**	3 to 4 1/2 Years	**1.5 Numeral Recognition** Recognize and name a few written numerals under 10.	**M-NC.5.AA** Say the names of numerals 0–2 shown in random order. **M-NC.5.A** Says the names of numerals 0–3 shown in random order. **M-NC.5.B** Says the names of numerals 0–5 shown in random order. **M-NC.5.C** Says the names of numerals 0–7 shown in random order.
Counting and Cardinality **Numeral Recognition**	4 to 5 1/2 Years	**1.5 Numeral Recognition** Recognize and name all written numerals through 10.	**M-NC.5.AA** Say the names of numerals 0–2 shown in random order. **M-NC.5.A** Says the names of numerals 0–3 shown in random order. **M-NC.5.B** Says the names of numerals 0–5 shown in random order. **M-NC.5.C** Says the names of numerals 0–7 shown in random order. **M-NC.5.D** Says the names of numerals 0–10 shown in random order. **M-NC.5.E** Says the names of numerals 0–20 shown in random order.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Counting and Cardinality **Number Relationships**	3 to 4 1/2 Years	**1.6 Number Comparison** Compare (with or without counting) two groups of objects that are clearly equal or different in size and communicate, "same" or "more."	**M-NC.4.AA** Compares two groups to identify which has more or less for quantities 0–5 without matching or counting. **M-NC.4.A** Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. **M-NC.3.AA** Subitizes by instantly saying how many are in a set without counting for quantities 1–2. **M-NC.3.A** Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
Counting and Cardinality **Number Relationships**	4 to 5 1/2 Years	**1.6 Number Comparison** Compare two groups of objects by counting and communicating, "more," "same," "less," or "fewer."	**M-NC.4.B** Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. **M-NC.4.C** Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **M-NC.4.D** Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **M-NC.4.E** Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.
Operations and Algebraic Thinking **Number Operations**	3 to 4 1/2 Years	**2.1 Principles of Addition and Subtraction** Demonstrate understanding that adding or taking away one or more objects from a group will increase or decrease the number of objects in the group.	**M-NC.7.AA** Demonstrates an understanding that combining two sets increases the total quantity. **M-NC.8.AA** Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. **M-NC.7.A** Demonstrates an understanding that adding one more increases the amount of a set. **M-NC.8.A** Demonstrates an understanding that removing one object decreases the amount in a set.
Operations and Algebraic Thinking **Number Operations**	4 to 5 1/2 Years	**2.1 Principles of Addition and Subtraction** Demonstrate understanding that adding one or taking away one object changes the number in a small group of objects by exactly one.	**M-NC.8.A** Demonstrates an understanding that removing one object decreases the amount in a set. **M-NC.7.A** Demonstrates an understanding that adding one more increases the amount of a set.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Operations and Algebraic Thinking **Number Operations**	3 to 4 1/2 Years	**2.2 Number Composition and Decomposition** Demonstrate understanding that a set of objects is made up of smaller parts and that the whole set is bigger than its parts.	**M-NC.7.AA** Demonstrates an understanding that combining two sets increases the total quantity. **M-NC.8.AA** Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.
Operations and Algebraic Thinking **Number Operations**	4 to 5 1/2 Years	**2.2 Number Composition and Decomposition** Decompose a set of objects into two small sets in more than one way (for example, decompose 5 into sets of 3 and 2, or 1 and 4). Combine two small sets to create a larger set (for example, 3 and 2 to make a set of 5).	**M-NC.7.AA** Demonstrates an understanding that combining two sets increases the total quantity. **M-NC.8.AA** Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. **M-NC.7.B** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. **M-NC.7.C** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7. **M-NC.7.D** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.
Operations and Algebraic Thinking **Number Operations**	3 to 4 1/2 Years	**2.3 Solving Addition and Subtraction Problems** Solve addition and subtraction problems with a very small number of objects in the context of everyday situations.	**M-NC.7.B** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. **M-NC.8.B** Counts a set of 1–5 objects. Takes objects away and counts how many are left.
Operations and Algebraic Thinking **Number Operations**	4 to 5 1/2 Years	**2.3 Solving Addition and Subtraction Problems** Solve addition and subtraction problems with a larger number of objects (sums up to 10) in the context of everyday situations.	**M-NC.7.C** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7. **M-NC.7.D** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10. **M-NC.7.E** Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10. **M-NC.8.C** Counts a set of 1–7 objects. Takes objects away and counts how many are left. **M-NC.8.D** Counts a set of 1–10 objects. Takes objects away and counts how many are left. **M-NC.8.E** Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.

MATHEMATICS

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Operations and Algebraic Thinking **Number Operations**	3 to 4 1/2 Years	**2.4 Sharing Objects (Division)** Share a small number of objects (for example, four or six objects) equally between two recipients.	**M-NC.4.B** Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. **M-PFA.2.AA** Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. **M-NC.8.AA** Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.
Operations and Algebraic Thinking **Number Operations**	4 to 5 1/2 Years	**2.4 Sharing Objects (Division)** Share a slightly larger number of objects equally between two or more recipients (for example, nine objects among three recipients).	**M-PFA.2.AA** Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play).
Operations and Algebraic Thinking **Classifying and Patterning**	3 to 4 1/2 Years	**2.5 Sorting and Classifying** Notice similarities and differences in the attributes of objects. Sort and classify objects by one attribute into two or more groups.	**M-PFA.1.A** Sorts and groups objects based on one attribute such as visual features like color, size, or shape. **M-PFA.1.B** Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. **M-PFA.1.C** Sorts and groups objects based on more complex attributes such as function or category.
Operations and Algebraic Thinking **Classifying and Patterning**	4 to 5 1/2 Years	**2.5 Sorting and Classifying** Sort and classify objects by one or more attributes into two or more groups with accuracy and flexibility. When sorting by two attributes, a child may first sort by one attribute and then by the second attribute.	**M-PFA.1.C** Sorts and groups objects based on more complex attributes such as function or category. **M-PFA.1.D** Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. **M-PFA.1.E** Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.
Operations and Algebraic Thinking **Classifying and Patterning**	3 to 4 1/2 Years	**2.6 Recognizing, Duplicating, and Extending Patterns** Notice and explore patterns in their environment and, with adult support, duplicate simple repeating patterns (for example, ABAB).	**M-PFA.3.AA** Copies simple AB patterns through rhythm and movement. **M-PFA.3.A** Uses objects, rhythm, or movement to copy simple AB patterns.

MATHEMATICS

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Operations and Algebraic Thinking **Classifying and Patterning**	4 to 5 1/2 Years	**2.6 Recognizing, Duplicating, and Extending Patterns** Explore, extend, and duplicate a variety of repeating patterns (for example, AABBAABB, ABCABC) with adult support. Describe the repeating part of a pattern (pattern unit).	**M-PFA.3.A** Uses objects, rhythm, or movement to copy simple AB patterns. **M-PFA.3.C** Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.D** Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.E** Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).
Operations and Algebraic Thinking **Classifying and Patterning**	3 to 4 1/2 Years	**2.7 Creating Patterns** Create, with adult support, a simple repeating pattern (for example, ABAB).	**M-PFA.3.B** Uses objects, rhythm, or movement to copy and extend simple AB patterns. **M-PFA.3.C** Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.D** Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
Operations and Algebraic Thinking **Classifying and Patterning**	4 to 5 1/2 Years	**2.7 Creating Patterns** Create a variety of repeating patterns (for example, AABBAABB, ABCABC) or recreate existing patterns using different objects.	**M-PFA.3.A** Uses objects, rhythm, or movement to copy simple AB patterns. **M-PFA.3.C** Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.D** Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.B** Uses objects, rhythm, or movement to copy and extend simple AB patterns. **M-PFA.3.E** Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).
Measurement and Data **Comparing and Ordering Objects**	3 to 4 1/2 Years	**3.1 Comparing Measurable Attributes of Objects** Demonstrate awareness that objects can be compared by length, weight, or capacity by noticing differences in objects and communicating about their comparison.	**M-M.1.AA** Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects. **M-M.1.A** Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. **M-M.1.B** Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. **M-M.1.C** Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Measurement and Data **Comparing and Ordering Objects**	4 to 5 1/2 Years	**3.1 Comparing Measurable Attributes of Objects** Compare two objects by length, weight, or capacity (for example, putting objects side by side) and communicate about their comparison.	**M-M.1.C** Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container? **M-M.1.D** Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.
Measurement and Data **Comparing and Ordering Objects**	3 to 4 1/2 Years	**3.2 Ordering Objects** Order a few objects (for example, three) by length or other attributes (for example, height, capacity).	**M-PFA.2.AA** Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. **M-PFA.2.A** Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.B** Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.
Measurement and Data **Comparing and Ordering Objects**	4 to 5 1/2 Years	**3.2 Ordering Objects** Order a slightly larger number of objects (for example, four or five) by length or other attributes (for example, height, capacity).	**M-PFA.2.C** Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.D** Uses ordinal numbers to order and describe relative position for up to three objects. **M-PFA.2.E** Orders groups of different amounts using numerical order.
Measurement and Data **Comparing and Ordering Objects**	4 to 5 1/2 Years	**3.3 Measuring Length** Measure length using concrete objects laid end to end, sometimes needing adult support. Note: Children may not yet understand that units need to be of equal length.	**M-M.1.C** Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container? **M-M.1.D** Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Measurement and Data **Data**	3 to 4 1/2 Years	**3.4 Representing Data** Use objects, tally marks, or pictographs to represent data in two groups, with adult support.	**M-DAP.2.B** Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). **M-DAP.2.C** Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes). **M-DAP.2.D** Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.
Measurement and Data **Data**	4 to 5 1/2 Years	**3.4 Representing Data** Use objects, tally marks, or pictographs to represent data in two or more groups. Demonstrate understanding that each object, tally mark, or picture represents one data point.	**M-DAP.2.C** Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of students to represent children's votes). **M-DAP.2.D** Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups. **M-DAP.2.E** Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares four groups.
Measurement and Data **Data**	3 to 4 1/2 Years	**3.5 Interpreting Data** Notice, with adult support, differences in the data of two groups and describe which one has more or less.	**M-M.1.B** Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. **M-NC.4.AA** Compares two groups to identify which has more or less for quantities 0–5 without matching or counting. **M-NC.4.A** Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.
Measurement and Data **Data**	4 to 5 1/2 Years	**3.5 Interpreting Data** Describe and compare, with adult support, the number of data points in two or more groups. Determine which group has more or less.	**M-M.1.B** Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. **M-NC.4.B** Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same. **M-NC.4.C** Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **M-DAP.1.C** Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category. **M-DAP.1.D** Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"

Mathematics

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Geometry and Spatial Thinking **Shapes**	3 to 4 1/2 Years	**4.1 Identifying Two-Dimensional Shapes** Identify familiar two-dimensional shapes such as circle, square, triangle, and rectangle. Note: May not identify a nontypical version of a shape (for example, a square turned so that the point is down—a diamond).	**M-GS.1.AA** Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.A** Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.B** Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.D** Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.
Geometry and Spatial Thinking **Shapes**	4 to 5 1/2 Years	**4.1 Identifying Two-Dimensional Shapes** Use objects, tally marks, or pictographs to represent data in two or more groups. Demonstrate understanding that each object, tally mark, or picture represents one data point.	**M-GS.1.B** Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.D** Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. **M-GS.1.C** Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." **M-GS.2.B** Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. **M-GS.2.C** Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.D** Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.E** Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.
Geometry and Spatial Thinking **Shapes**	3 to 4 1/2 Years	**4.2 Identifying Three-Dimensional Shapes** Occasionally identify a few familiar three-dimensional shapes using informal names (for example, saying "ball" when referring to a sphere).	**M-GS.1.E** Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).
Geometry and Spatial Thinking **Shapes**	4 to 5 1/2 Years	**4.2 Identifying Three-Dimensional Shapes** Identify a few familiar three-dimensional shapes such as sphere, cube, and cylinder. Note: Sometimes still use informal names (for example, ball, square box, tube).	**M-GS.1.E** Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Geometry and Spatial Thinking **Shapes**	3 to 4 1/2 Years	**4.3 Comparing Two-Dimensional Shapes** Compare two-dimensional shapes of different sizes and orientations to determine whether they are the same shape.	**M-GS.1.B** Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.C** Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." **M-GS.1.AA** Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.A** Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).
Geometry and Spatial Thinking **Shapes**	4 to 5 1/2 Years	**4.3 Comparing Two-Dimensional Shapes** Compare two-dimensional shapes of different sizes and orientations to determine whether they are the same shape. Identify similarities and differences in the properties (number of sides or vertices) of two different shapes.	**M-GS.1.C** Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." **M-GS.1.D** Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. **M-PFA.1.A** Sorts and groups objects based on one attribute such as visual features like color, size, or shape. **M-PFA.1.C** Sorts and groups objects based on more complex attributes such as function or category.
Geometry and Spatial Thinking **Shapes**	3 to 4 1/2 Years	**4.4 Composing Shapes** Use two- or three-dimensional shapes to represent different elements of a picture or design (for example, adding a circle in a corner to represent the sun).	**M-GS.2.AA** Uses simple shape puzzles to create common two-dimensional shapes. **M-GS.2.A** Constructs any recognizable or unrecognizable shape with materials. **M-GS.2.B** Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. **M-GS.2.C** Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.
Geometry and Spatial Thinking **Shapes**	4 to 5 1/2 Years	**4.4 Composing Shapes** Combine different two- or three-dimensional shapes to create a picture or design (for example, make a house with two blocks shaped like rectangular prisms and one shaped like a triangular prism).	**M-GS.2.C** Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.D** Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.E** Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Geometry and Spatial Thinking **Spatial Thinking**	3 to 4 1/2 Years	**4.5 Positions and Directions in Space** Identify some positions of objects and people in space such as in/on, under/over, up/down, and inside/outside.	**M-GS.3.AA** Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. **M-GS.3.A** Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.
Geometry and Spatial Thinking **Spatial Thinking**	4 to 5 1/2 Years	**4.5 Positions and Directions in Space** Identify positions of objects and people in space including in/on, under/over, up/down, inside/outside, near/far, next to, beside/between, and in front of/behind.	**M-GS.3.B** Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. **M-GS.3.C** Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. **M-GS.3.D** Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects. **M-GS.3.E** Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects. **M-GS.3.AA** Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. **M-GS.3.A** Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.
Geometry and Spatial Thinking **Spatial Thinking**	3 to 4 1/2 Years	**4.6 Mental Rotation** Rely on trial and error to determine how objects move in space and fit in different locations (for example, try to fit an object into a hole by rotating, flipping, or sliding the piece in different orientations until it fits).	**ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **ATL.9.A** Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). **M-PFA.2.AA** Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys. **M-GS.2.A** Constructs any recognizable or unrecognizable shape with materials.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Geometry and Spatial Thinking **Spatial Thinking**	4 to 5 1/2 Years	**4.6 Mental Rotation** Rotate, flip, or slide objects to solve a problem without relying as much on physical trial and error (for example, rotate an object before fitting it into a hole).	**ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **ATL.9.E** Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **M-GS.2.C** Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.D** Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.

SCIENCE

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Science and Engineering Practices **Observation and Investigation**	3 to 4 1/2 Years	**1.1 Making Observations** Observe and actively explore objects and events using their senses and describe their observations.	**SC-SP.1.AA** Uses senses to observe the environment. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-LES.1.AA** Notices and looks at the natural world around them. **SC-LES.2.AA** Uses senses to observe and respond to changes in the weather. **SC-LES.4.AA** Points to and observes animals in the environment. **SC-LES.5.AA** Points to and observes plants in the environment.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Science and Engineering Practices **Observation and Investigation**	4 to 5 1/2 Years	**1.1 Making Observations** Observe and actively explore objects and events using their senses and describe their observations in greater detail.	**SC-SP.1.B** Observes and describes cause and effect. **SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.1.C** Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. **SC-LES.2.B** Identifies seasons and observes and describes patterns and changes in the weather. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **SC-P.2.E** Observes and discusses how light is a form of energy and gives off heat.
Science and Engineering Practices **Observation and Investigation**	3 to 4 1/2 Years	**1.2 Comparing and Contrasting** Compare and contrast objects and events and describe similarities and differences based on observable properties.	**SC-LES.1.B** Demonstrates understanding of the difference between living and nonliving things. **SC-LES.1.C** Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. **SC-LES.2.C** Compares and contrasts the different seasons. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.4.D** Describes and discusses the motion of objects and that motion can change based on different factors.
Science and Engineering Practices **Observation and Investigation**	4 to 5 1/2 Years	**1.2 Comparing and Contrasting** Compare and contrast objects and events based on physical properties and functions and describe similarities and differences in greater detail.	**SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-LES.3.D** Compares and contrasts Earth and space, such as people can breathe on Earth but not in space. **SC-P.4.E** Compares and contrasts how different factors change the motion of objects. **SC-LES.2.C** Compares and contrasts the different seasons. **SC-LES.1.C** Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Science and Engineering Practices **Observation and Investigation**	3 to 4 1/2 Years	**1.3 Asking Questions** Demonstrate curiosity and raise simple questions about objects and events in their environment.	**ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **SC-SP.1.AA** Uses senses to observe the environment. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.1.B** Observes and describes cause and effect.
Science and Engineering Practices **Observation and Investigation**	4 to 5 1/2 Years	**1.3 Asking Questions** Demonstrate curiosity and an increased ability to formulate specific and detailed questions about objects and events in their environment.	**SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **SC-SP.1.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.
Science and Engineering Practices **Observation and Investigation**	3 to 4 1/2 Years	**1.4 Defining Problems** Identify problems during play and everyday interactions and try simple solutions on their own or in collaboration with peers and adults.	**SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **SC-SP.1.B** Observes and describes cause and effect. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).

Science

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Science and Engineering Practices **Observation and Investigation**	4 to 5 1/2 Years	**1.4 Defining Problems** Identify problems during play and everyday interactions and try multistep solutions on their own or in collaboration with peers and adults.	**SC-SP.1.D** Formulates own science-oriented questions based on observations. **SC-SP.1.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. **SC-SP.1.B** Observes and describes cause and effect. **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities.
Science and Engineering Practices **Observation and Investigation**	3 to 4 1/2 Years	**1.5 Making Predictions** Make simple predictions, give simple reasons for their predictions, and, with adult support, check the predictions through concrete experiences.	**SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments.
Science and Engineering Practices **Observation and Investigation**	4 to 5 1/2 Years	**1.5 Making Predictions** Make more detailed predictions drawing on prior experiences and observations, create plans with adult support to check predictions, and demonstrate an emerging ability to discuss why predictions were correct or incorrect.	**SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Make hypotheses, and tests their hypotheses through experimentation. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **ATL.9.E** Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Science and Engineering Practices **Observation and Investigation**	3 to 4 1/2 Years	**1.6 Planning and Carrying Out Investigations** Carry out simple experiments or investigations, on their own or in collaboration with peers and adults, to test their ideas about their observations.	**SC-SP.1.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-P.1.AA** Uses senses to explore the colors and textures of materials and objects in the environment. **SC-P.1.A** Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **M-M.1.B** Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. **M-M.1.C** Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container? **M-M.1.D** Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-P.3.B** Recognizes and explores water in its liquid, solid, and gas forms.
Science and Engineering Practices **Observation and Investigation**	4 to 5 1/2 Years	**1.6 Planning and Carrying Out Investigations** Carry out more complex experiments or investigations, on their own or in collaboration with peers and adults, with greater persistence. Use observations and results of prior explorations to generate new questions and test their hypotheses.	**SC-P.1.C** Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period. **SC-P.1.E** Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. **M-M.1.B** Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. **M-M.1.C** Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container? **M-M.1.D** Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. **SC-SP.1.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment.

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Science and Engineering Practices **Observation and Investigation**	3 to 4 1/2 Years	**1.7 Using Tools** Identify and use some observation and measurement tools, with adult support.	**SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work.
Science and Engineering Practices **Observation and Investigation**	4 to 5 1/2 Years	**1.7 Using Tools** Identify and more spontaneously use a greater variety of observation and measurement tools, with some adult support.	**SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-LES.3.E** Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work.
Science and Engineering Practices **Documentation, Analysis, and Communication**	3 to 4 1/2 Years	**1.8 Documenting Observations and Using Models** Record observations or findings with adult support and use simple representations, including drawings, models, movement, role-play, and other methods, to convey their observations and understanding of science concepts.	**SC-SP.3.A** With teacher guidance, participates in recording scientfic observations and data. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper. **M-DAP.2.AA** Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. **M-DAP.2.A** Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color). **M-DAP.1.A** Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph. **M-DAP.2.B** Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation.

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Science and Engineering Practices **Documentation, Analysis, and Communication**	4 to 5 1/2 Years	**1.8 Documenting Observations and Using Models** Record observations or findings in greater detail with some adult support and use more elaborate representations, including drawings, models, charts, diagrams, movement, role-play, and other methods, to convey their observations and understanding of science concepts.	**SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.3.E** Makes recommendations based on observations and conclusions. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper. **M-DAP.1.D** Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?" **M-DAP.2.C** Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes). **M-DAP.2.D** Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.
Science and Engineering Practices **Documentation, Analysis, and Communication**	3 to 4 1/2 Years	**1.9 Mathematical Thinking and Analyzing Data** Use mathematical thinking to analyze and quantify their observations and answer questions that arise in everyday activities, with adult support.	**M-DAP.2.AA** Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. **M-DAP.1.AA** Verbally or nonverbally participates in graphing discussions. **M-DAP.1.A** Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph. **M-DAP.2.A** Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color). **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).

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Science and Engineering Practices **Documentation, Analysis, and Communication**	4 to 5 1/2 Years	**1.9 Mathematical Thinking and Analyzing Data** Use mathematical thinking with greater precision to analyze and quantify their observations and answer questions that arise in everyday activities, with some adult support.	**M-DAP.2.A** Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color). **M-DAP.1.B** Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same. **M-DAP.2.B** Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **ATL.9.E** Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.
Science and Engineering Practices **Documentation, Analysis, and Communication**	3 to 4 1/2 Years	**1.10 Formulating and Communicating Explanations and Solutions** Formulate and communicate simple explanations and solutions during play and collaborative investigations.	**SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **SC-P.4.D** Describes and discusses the motion of objects and that motion can change based on different factors. **LL-LC.2.AA** Verbally labels familar objects, body parts, people, or emotions using one-word responses. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence.

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Science and Engineering Practices **Documentation, Analysis, and Communication**	4 to 5 1/2 Years	**1.10 Formulating and Communicating Explanations and Solutions** Formulate and communicate more detailed and precise explanations and solutions during play and collaborative investigations.	**SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.3.E** Makes recommendations based on observations and conclusions. **SC-P.4.E** Compares and contrasts how different factors change the motion of objects. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period. **SC-P.1.E** Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.
Physical Science **Properties and Characteristics of Nonliving Objects and Materials**	3 to 4 1/2 Years	**2.1 Characteristics of Objects and Materials** Investigate and describe the characteristics and physical properties of objects and solid or nonsolid materials (for example, size, weight, shape, color, texture, smell, and sound).	**ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **SC-SP.1.AA** Uses senses to observe the environment. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.1.B** Observes and describes cause and effect.
Physical Science **Properties and Characteristics of Nonliving Objects and Materials**	4 to 5 1/2 Years	**2.1 Characteristics of Objects and Materials** Investigate and describe in greater detail the characteristics and physical properties of objects and solid, liquid, or gas materials (for example, size, weight, shape, color, texture, smell, and sound).	**SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **SC-SP.1.E** With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.

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Physical Science **Properties and Characteristics of Nonliving Objects and Materials**	3 to 4 1/2 Years	**2.2 Light and Sound Waves** Notice and explore sound, light, and shadows using their senses and by manipulating objects and materials during play and collaborative investigations.	**SC-SP.1.AA** Uses senses to observe the environment. **SC-P.2.AA** Identifies light and dark and explores shadows and reflections. **SC-P.2.B** Recognizes sources of light including natural and human-made, such as the sun, lamps, or flashlights.
Physical Science **Properties and Characteristics of Nonliving Objects and Materials**	4 to 5 1/2 Years	**2.2 Light and Sound Waves** Explore and describe changes in the properties of sound, light, and shadows by manipulating different objects and materials during play and collaborative investigations.	**SC-P.2.AA** Identifies light and dark and explores shadows and reflections. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period. **SC-P.2.D** Discusses how light can be brighter or dimmer depending on variables such as the source of light, distance, and so on. **SC-SP.1.B** Observes and describes cause and effect.
Physical Science **Changes in Nonliving Objects and Materials**	3 to 4 1/2 Years	**2.3 Exploring Changes in Objects and Materials** Explore and describe changes in objects and materials using their senses (for example, change in color, shape, texture, temperature) during play and collaborative investigations.	**SC-P.1.C** Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period. **SC-P.1.E** Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. **SC-P.3.E** Begins to discuss how and why water changes into different forms, such as the water cycle. **SOC.5.D** Describes how people and things change over time and will continue to change into the future. **SC-LES.1.E** Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.

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Physical Science **Changes in Nonliving Objects and Materials**	4 to 5 1/2 Years	**2.3 Exploring Changes in Objects and Materials** Explore and describe changes in objects and materials using their senses (for example, change in color, shape, texture, temperature) during play and collaborative investigations.	**SC-P.1.C** Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.
Physical Science **Changes in Nonliving Objects and Materials**	3 to 4 1/2 Years	**2.4 Force and Motion** Observe and describe the way objects' speed and direction change and explore the effect of their own actions (for example, pushing, pulling, rolling, dropping) on making objects move or stop during play and collaborative investigations.	**SC-P.4.AA** Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving. **SC-P.4.A** With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. **SC-P.4.B** With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object. **SC-P.4.C** With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.
Physical Science **Changes in Nonliving Objects and Materials**	4 to 5 1/2 Years	**2.4 Force and Motion** Make and test predictions about how objects change direction, speed, or the distance they go and, based on their observations, explain why objects start, stop, or change direction or speed during play and collaborative investigations.	**SC-P.4.C** With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. **SC-P.4.D** Describes and discusses the motion of objects and that motion can change based on different factors. **SC-P.4.E** Compares and contrasts how different factors change the motion of objects.

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Physical Science **Changes in Nonliving Objects and Materials**	3 to 4 1/2 Years	**2.5 Energy** Demonstrate awareness, with adult support, that things (living and nonliving) need sources of energy to function.	**SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **PD.5.C** Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. **SC-LES.5.C** Identifies that plants are living and describes the needs of plants. **SC-P.2.E** Observes and discusses how light is a form of energy and gives off heat.
Physical Science **Changes in Nonliving Objects and Materials**	4 to 5 1/2 Years	**2.5 Energy** Demonstrate awareness, with adult support, of the different sources of energy that things (living and nonliving) need and describe the changes they observe as a result of these sources of 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.E** Understands and describes different foods and how they give our bodies nutrients and energy. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.5.C** Identifies that plants are living and describes the needs of plants. **SC-P.2.E** Observes and discusses how light is a form of energy and gives off heat.
Life Science **Properties and Characteristics of Living Things**	3 to 4 1/2 Years	**3.1 Characteristics of Living Things** Identify and describe characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and demonstrate an emerging ability to categorize them.	**SC-LES.4.AA** Points to and observes animals in the environment. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.4.C** Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. **SC-LES.5.B** Identifies that plants are living and identifies characteristics and features of plants. **M-PFA.1.A** Sorts and groups objects based on one attribute such as visual features like color, size, or shape. **M-PFA.1.B** Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.
Life Science **Properties and Characteristics of Living Things**	4 to 5 1/2 Years	**3.1 Characteristics of Living Things** Identify and describe characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	**SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.5.A** Identifies various plants such as trees, flowers, bushes, and so on. **M-PFA.1.C** Sorts and groups objects based on more complex attributes such as function or category. **M-PFA.1.D** Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. **M-PFA.1.E** Sorts and groups objects into multiple categories such as size and color, or function and category at the same time.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Life Science **Properties and Characteristics of Living Things**	3 to 4 1/2 Years	**3.2 Bodily Processes** Indicate emerging knowledge of bodily processes (for example, eating, sleeping, breathing, walking) in humans and other animals.	**SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.4.C** Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. **PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.5.C** Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.
Life Science **Properties and Characteristics of Living Things**	4 to 5 1/2 Years	**3.2 Bodily Processes** Indicate greater knowledge of bodily processes (for example, eating, sleeping, breathing, walking) in humans and other animals through more detailed observations and descriptions.	**SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.4.D** Observes and describes habitats and life cycles. **PD.5.D** Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. **PD.5.E** Understands and describes different foods and how they give our bodies nutrients and energy.
Life Science **Properties and Characteristics of Living Things**	3 to 4 1/2 Years	**3.3 Living and Nonliving Things** Expect animate objects (people and animals) to self-initiate movement and to have different insides and biological processes that make them behave differently from inanimate objects.	**SC-LES.4.AA** Points to and observes animals in the environment. **SC-LES.4.A** Identifies various animals. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.5.AA** Points to and observes plants in the environment. **SC-LES.5.A** Identifies various plants such as trees, flowers, bushes, and so on. **SC-LES.5.B** Identifies that plants are living and identifies characteristics and features of plants. **SC-LES.1.B** Demonstrates understanding of the difference between living and nonliving things.

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Life Science **Properties and Characteristics of Living Things**	4 to 5 1/2 Years	**3.3 Living and Nonliving Things** Indicate knowledge of the difference between living and nonliving things and recognize that only living things (people, animals, plants) undergo biological changes such as growth, illness, healing, and dying.	**SC-LES.4.D** Observes and describes habitats and life cycles. **SC-LES.5.D** Observes and describes plant habitats and life cycles. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.5.B** Identifies that plants are living and identifies characteristics and features of plants. **SC-LES.5.C** Identifies that plants are living and describes the needs of plants. **SC-LES.4.C** Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. **SC-LES.1.B** Demonstrates understanding of the difference between living and nonliving things.
Life Science **Properties and Characteristics of Living Things**	3 to 4 1/2 Years	**3.4 Heredity and Traits** Name and describe similarities and differences they observe between grown animals, including humans, and their young ones.	**SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.4.D** Observes and describes habitats and life cycles. **SC-LES.5.D** Observes and describes plant habitats and life cycles.
Life Science **Properties and Characteristics of Living Things**	4 to 5 1/2 Years	**3.4 Heredity and Traits** Express their expectation that young animals and plants will reflect similar characteristics to grown animals and plants of the same kind.	**SC-LES.4.D** Observes and describes habitats and life cycles. **SC-LES.5.D** Observes and describes plant habitats and life cycles. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.
Life Science **Properties and Characteristics of Living Things**	3 to 4 1/2 Years	**3.5 Habitats** Identify the habitats of people and familiar animals and plants and communicate their understanding that living things have different habitats.	**SC-LES.4.AA** Points to and observes animals in the environment. **SC-LES.5.AA** Points to and observes plants in the environment. **SC-LES.5.D** Observes and describes plant habitats and life cycles. **SC-LES.4.D** Observes and describes habitats and life cycles.

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Life Science **Properties and Characteristics of Living Things**	4 to 5 1/2 Years	**3.5 Habitats** Recognize that living things have different habitats suited to their unique needs.	**SC-LES.4.C** Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. **SC-LES.4.D** Observes and describes habitats and life cycles. **SC-LES.4.E** Describes and discusses the relationship between humans and animals. **SC-LES.5.C** Identifies that plants are living and describes the needs of plants. **SC-LES.5.D** Observes and describes plant habitats and life cycles. **SC-LES.5.E** Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.
Life Science **Changes in Living Things**	3 to 4 1/2 Years	**3.6 Growth, Change, and the Life Cycle of Living Things** Observe and explore growth and changes in humans, animals, and plants and communicate an understanding that living things change over time in size and other capacities as they grow and age.	**SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.5.B** Identifies that plants are living and identifies characteristics and features of plants. **SC-LES.4.D** Observes and describes habitats and life cycles. **SC-LES.5.D** Observes and describes plant habitats and life cycles. **SOC.5.D** Describes how people and things change over time and will continue to change into the future.
Life Science **Changes in Living Things**	4 to 5 1/2 Years	**3.6 Growth, Change, and the Life Cycle of Living Things** Observe and explore growth in humans, animals, and plants and communicate an increased understanding that living things change as they grow and age. Describe transformations related to an individual's life cycle (for example, birth, growth, reproduction, death).	**SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.5.B** Identifies that plants are living and identifies characteristics and features of plants. **SC-LES.4.D** Observes and describes habitats and life cycles. **SC-LES.5.D** Observes and describes plant habitats and life cycles. **SOC.5.D** Describes how people and things change over time and will continue to change into the future. **SC-LES.5.E** Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Life Science **Changes in Living Things**	3 to 4 1/2 Years	**3.7 Needs of Living Things** Recognize that animals and plants require care and show an emerging understanding that feeding and watering support the growth and survival of humans, animals, and plants.	**SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.5.B** Identifies that plants are living and identifies characteristics and features of plants. **SC-LES.4.C** Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. **SC-LES.4.D** Observes and describes habitats and life cycles. **SC-LES.5.C** Identifies that plants are living and describes the needs of plants. **SC-LES.5.D** Observes and describes plant habitats and life cycles.
Life Science **Changes in Living Things**	4 to 5 1/2 Years	**3.7 Needs of Living Things** Describe the needs of humans, animals, and plants for growth and survival (for example, food, water, sleep, sunshine, shelter).	**SC-LES.4.C** Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. **SC-LES.4.D** Observes and describes habitats and life cycles. **SC-LES.4.E** Describes and discusses the relationship between humans and animals. **SC-LES.5.C** Identifies that plants are living and describes the needs of plants. **SC-LES.5.D** Observes and describes plant habitats and life cycles. **SC-LES.5.E** Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.
Earth and Space Science **Properties and Characteristics of Earth Materials and Objects**	3 to 4 1/2 Years	**4.1 Characteristics of Earth Materials** Investigate and describe the characteristics (for example, size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	**SC-LES.1.A** Identifies different elements of nature, such as rocks, water, air and leaves. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.3.B** Recognizes and explores water in its liquid, solid, and gas forms. **SC-LES.1.AA** Notices and looks at the natural world around them. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment.
Earth and Space Science **Properties and Characteristics of Earth Materials and Objects**	4 to 5 1/2 Years	**4.1 Characteristics of Earth Materials** Investigate and describe the characteristics of earth materials and compare and contrast materials based on their different features (for example, size, weight, shape, color, texture).	**SC-LES.1.C** Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. **SC-LES.1.E** Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-P.3.B** Recognizes and explores water in its liquid, solid, and gas forms. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.

SCIENCE

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Earth and Space Science **Changes in the Earth and Space**	3 to 4 1/2 Years	**4.2 Natural Objects in the Sky** Observe and describe natural objects in the sky (sun, moon, stars, and clouds).	**SC-LES.3.AA** Points to and observes the sky. **SC-LES.3.A** Identifies objects in the sky, such as clouds, sun, moon, or stars. **SC-LES.3.B** Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.
Earth and Space Science **Changes in the Earth and Space**	4 to 5 1/2 Years	**4.2 Natural Objects in the Sky** Observe and describe natural objects in the sky and describe patterns of movement and apparent changes in the sun, moon, stars, and clouds.	**SC-LES.3.C** Develops basic understanding about space, such as Earth is a planet and there are other planets. **SC-LES.3.E** Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. **SC-LES.3.B** Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. **SOC.5.D** Describes how people and things change over time and will continue to change into the future.
Earth and Space Science **Changes in the Earth and Space**	3 to 4 1/2 Years	**4.3 Weather** Notice and describe changes in weather. Notice the effects of weather and seasonal changes on their own lives and on plants and animals.	**SC-LES.2.AA** Uses senses to observe and respond to changes in the weather. **SC-LES.2.A** Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. **SC-LES.2.B** Identifies seasons and observes and describes patterns and changes in the weather. **SC-LES.2.D** Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.
Earth and Space Science **Changes in the Earth and Space**	4 to 5 1/2 Years	**4.3 Weather** Observe and describe changes in weather and provide examples of the effects of changes in weather and seasons on their own lives and on plants and animals.	**SC-LES.2.C** Compares and contrasts the different seasons. **SC-LES.2.D** Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. **SC-LES.2.E** Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions. **SC-LES.2.B** Identifies seasons and observes and describes patterns and changes in the weather.
Earth and Space Science **Changes in the Earth and Space**	3 to 4 1/2 Years	**4.4 Earth and Human Activity** Notice, with adult prompting and support, how humans' actions and use of resources impact the environment and their community, participate in activities related to caring for the environment.	**SC-LES.1.D** Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.

SCIENCE

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Earth and Space Science **Changes in the Earth and Space**	4 to 5 1/2 Years	**4.4 Earth and Human Activity** Investigate, with adult support, how humans' actions and use of resources impact the environment and their community, discuss in simple terms how to care for the environment, and participate in activities related to its care.	**SC-LES.1.D** Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.
Engineering, Technology, and Applications of Science **Engineering Design**	3 to 4 1/2 Years	**5.1 Engineering Design Process** Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating simple solutions to the problems they identify, and, with adult support, testing and refining their solutions.	**SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-SP.3.A** With teacher guidance, participates in recording scientfic observations and data. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).
Engineering, Technology, and Applications of Science **Engineering Design**	4 to 5 1/2 Years	**5.1 Engineering Design Process** Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating more detailed solutions to the problems they identify, and testing and refining their solutions with less adult support and over longer periods of time.	**SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.3.E** Makes recommendations based on observations and conclusions. **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **LL-NC.2.E** Makes inferences and provides explanation and reasoning for events in a text or characters' actions. **M-DAP.1.E** Identifies trends and makes inferences from data.
Engineering, Technology, and Applications of Science **Engineering Design and Society**	3 to 4 1/2 Years	**5.2 Design Solutions and Society** Notice and explore, with adult support, how tools and design solutions help address their own and other people's needs and goals in everyday life.	**SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work.

Science

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Engineering, Technology, and Applications of Science **Engineering Design and Society**	4 to 5 1/2 Years	**5.2 Design Solutions and Society** Explore in more detail how tools and design solutions help address their own and other people's needs and, with adult support, develop different solutions to address the needs of their families and communities.	**SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-LES.3.E** Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work.
Engineering, Technology, and Applications of Science **Engineering Design and Society**	3 to 4 1/2 Years	**5.3 Using Digital Devices** Demonstrate emerging understanding that different digital tools and devices serve different functions (for example, taking videos or photos) and use digital tools, with adult support, to meet their needs and goals in everyday situations.	**Tech.1.AA** Observes adults using technology devices. **Tech.1.B** Participates in digital activities that use learning applications and programs with adult support. **Tech.1.D** With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.
Engineering, Technology, and Applications of Science **Engineering Design and Society**	4 to 5 1/2 Years	**5.3 Using Digital Devices** Recognize a greater diversity of digital tools and devices and their function (for example, look up information, learn or practice a new skill) and use them with less adult support to meet their needs and goals in everyday situations.	**Tech.1.C** Demonstrates ability to turn on digital devices and follows instructions to use familiar technology devices. **Tech.1.D** With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. **Tech.1.E** Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. **Tech.1.B** Participates in digital activities that use learning applications and programs with adult support.

Physical Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Fundamental Movement Skills **Balance**	3 to 4 1/2 Years	**1.1 Balancing While Still** Maintain balance while holding still; sometimes may need assistance.	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
Fundamental Movement Skills **Balance**	4 to 5 1/2 Years	**1.1 Balancing While Still** Show increased balance and control when holding still.	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Fundamental Movement Skills **Balance**	3 to 4 1/2 Years	**1.2 Balancing in Motion** Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.

PHYSICAL DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Fundamental Movement Skills **Balance**	4 to 5 1/2 Years	**1.2 Balancing in Motion** Show increased balance control while moving In different directions and when transitioning from one movement or position to another.	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Fundamental Movement Skills **Locomotor Skills**	3 to 4 1/2 Years	**1.3 Walking with Balance** Walk with balance, not always stable. Sometimes swing their arms opposite their legs while walking (for example, step with the right foot, swing their left arm forward).	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
Fundamental Movement Skills **Locomotor Skills**	4 to 5 1/2 Years	**1.3 Walking with Balance** Walk with balance and swing their arms opposite their legs (for example, step with the right foot, swing their left arm forward). Exhibit narrower space between feet while walking.	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

Physical Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Fundamental Movement Skills **Locomotor Skills**	3 to 4 1/2 Years	**1.4 Running** Run with a short stride length and feet off the ground for a short period of time. May have difficulty stopping on time. Show inconsistent swinging of the opposite arm and leg together while running.	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
Fundamental Movement Skills **Locomotor Skills**	4 to 5 1/2 Years	**1.4 Running** Run with a longer stride length and each foot off the ground for a longer period of time. Show more control when stopping running. Swing their arm while stepping with the opposite leg more consistently.	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Fundamental Movement Skills **Locomotor Skills**	3 to 4 1/2 Years	**1.5 Jumping** Jump on two feet for height and distance, including jumping up from the ground or down off a raised surface.	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.

Physical Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Fundamental Movement Skills **Locomotor Skills**	4 to 5 1/2 Years	**1.5 Jumping** Jump on two feet for height and distance with increased competence, including jumping up from the ground or down off a raised surface. Swing arms to propel themselves while jumping.	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Fundamental Movement Skills **Locomotor Skills**	3 to 4 1/2 Years	**1.6 Varied Locomotor Skills** Demonstrate a variety of new locomotor skills in a basic way that build on (and go beyond) walking and running, such as hopping, galloping, skipping, side-sliding, and leaping.	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
Fundamental Movement Skills **Locomotor Skills**	4 to 5 1/2 Years	**1.6 Varied Locomotor Skills** Demonstrate increased ability in performing locomotor skills that build on (and go beyond) walking and running, including engagement in hopping, galloping, skipping, side-sliding, and leaping.	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

Physical Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Fundamental Movement Skills **Manipulative Skills**	3 to 4 1/2 Years	**1.7 Gross Motor Manipulative Skills** Show gross motor manipulative skills that involve using arms, hands, and feet to interact with objects.	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.
Fundamental Movement Skills **Manipulative Skills**	4 to 5 1/2 Years	**1.7 Gross Motor Manipulative Skills** Show increased ability to perform gross motor manipulative skills that involve using arms, hands, and feet with increased coordination to interact with objects.	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Fundamental Movement Skills **Manipulative Skills**	3 to 4 1/2 Years	**1.8 Fine Motor Manipulative Skills** Show some fine motor manipulation skills that involve using hands and fingers to interact with objects used in daily life.	**PD.2.AA** Uses two hands to hold containers. Stacks objects such as blocks with coordination. **PD.2.A** Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. **PD.2.B** Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. **PD.3.B** With teacher modeling, draws circles, squares, and crosses. **PD.3.A** Draws vertical and horizontal lines with a model using a fisted grasp. **PD.3.AA** Uses crayons or markers with some coordination.

PHYSICAL DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Fundamental Movement Skills **Manipulative Skills**	4 to 5 1/2 Years	**1.8 Fine Motor Manipulative Skills** Demonstrate increased fine motor manipulation skills using hands and fingers with increasing competence and precision to interact with objects needed for daily life.	**PD.2.C** Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. **PD.2.D** Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. **PD.2.E** Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy. **PD.3.B** With teacher modeling, draws circles, squares, and crosses. **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. **PD.3.E** Consistently uses a tripod grasp when writing and copies and creates complex designs.
Fundamental Movement Skills **Manipulative Skills**	3 to 4 1/2 Years	**1.9 Hand Preference** Tend to show a preference for using one hand more than the other within a task and sometimes across multiple tasks.	**PD.2.B** Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. **PD.2.C** Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. **PD.2.A** Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. **PD.3.A** Draws vertical and horizontal lines with a model using a fisted grasp.
Fundamental Movement Skills **Manipulative Skills**	4 to 5 1/2 Years	**1.9 Hand Preference** Demonstrate a consistent preference for using one hand more often than the other within and across different tasks.	**PD.2.C** Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. **PD.2.D** Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. **PD.3.D** Begins to use a tripod grasp when writing and copies complex designs.
Perceptual–Motor Skills and Movement Concepts **Body Awareness**	3 to 4 1/2 Years	**2.1 Knowledge of Body Parts** Demonstrate knowledge of the names of basic body parts.	**LL-LC.2.AA** Verbally labels familiar objects, body parts, people, or emotions using one-word responses. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **LL-LC.1.AA** Points to familiar objects, people, body parts, or emotions.

Physical Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Perceptual–Motor Skills and Movement Concepts **Body Awareness**	4 to 5 1/2 Years	**2.1 Knowledge of Body Parts** Demonstrate knowledge of more and a greater variety of body parts.	**LL-LC.2.AA** Verbally labels familiar objects, body parts, people, or emotions using one-word responses. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation.
Perceptual–Motor Skills and Movement Concepts **Spatial Awareness**	3 to 4 1/2 Years	**2.2 Spatial Awareness** Use their own body as a reference point when locating or relating to other people or objects in their immediate environment.	**M-GS.3.AA** Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. **M-GS.3.A** Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. **M-GS.3.B** Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. **M-GS.3.C** Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. **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. **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities.
Perceptual–Motor Skills and Movement Concepts **Spatial Awareness**	4 to 5 1/2 Years	**2.2 Spatial Awareness** Use their own body, general space, and other people's space when locating or relating to other people or objects in their immediate environment.	**M-GS.3.D** Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects. **M-GS.3.E** Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects. **ATL.7.E** Regulates impulses to complete tasks and engages in goal-directed behavior. **M-GS.3.A** Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. **M-GS.3.B** Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. **M-GS.3.C** Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.

Physical Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Perceptual–Motor Skills and Movement Concepts **Directional Awareness**	3 to 4 1/2 Years	**2.3 Directional Understanding** Distinguish the direction of movements that are up and down and to the side of the body.	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.
Perceptual–Motor Skills and Movement Concepts **Directional Awareness**	4 to 5 1/2 Years	**2.3 Directional Understanding** Understand and distinguish between the sides of the body (without necessarily understanding right and left).	**PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Perceptual–Motor Skills and Movement Concepts **Directional Awareness**	3 to 4 1/2 Years	**2.4 Directional Movement** Move forward and backward or up and down easily.	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **M-GS.3.D** 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 and Description	Every Child Ready Standard(s)
Perceptual–Motor Skills and Movement Concepts **Directional Awareness**	4 to 5 1/2 Years	**2.4 Directional Movement** Change directions, moving forward and backward, side to side, or up and down, quickly and with more accuracy.	**PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. **M-GS.3.D** Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.
Perceptual–Motor Skills and Movement Concepts **Directional Awareness**	3 to 4 1/2 Years	**2.5 Object Locations** Demonstrate an ability to place an object on top of or under something with some accuracy.	**M-GS.3.AA** Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. **M-GS.3.A** Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. **M-GS.3.B** Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. **PD.2.AA** Uses two hands to hold containers. Stacks objects such as blocks with coordination.
Perceptual–Motor Skills and Movement Concepts **Directional Awareness**	4 to 5 1/2 Years	**2.5 Object Locations** Demonstrate an ability to place an object or their own body in front of, to the side of, or behind something else with accuracy.	**M-GS.3.C** Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. **M-GS.3.D** Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects. **M-GS.3.E** Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects. **M-GS.3.B** Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. **PD.2.E** Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.

Physical Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Active Physical Play **Active Participation**	3 to 4 1/2 Years	**3.1 Physical Activity** Initiate or engage in simple physical activities for a short to moderate period of time.	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.
Active Physical Play **Active Participation**	4 to 5 1/2 Years	**3.1 Physical Activity** Initiate more complex physical activities for a sustained period of time.	**PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Active Physical Play **Cardiovascular Endurance**	3 to 4 1/2 Years	**3.2 Cardiovascular Endurance** Engage in frequent bursts of active play that involves increased activity of the heart, lungs, and vascular system.	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.1.B** Recalls short, simple dances and movement sequences previously introduced by others.

Physical Development

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Active Physical Play **Cardiovascular Endurance**	4 to 5 1/2 Years	**3.2 Cardiovascular Endurance** Engage in frequent bursts of active play that involves increased activity of the heart, lungs, and vascular system.	**PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. **C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **C-ARTS.1.AA** Moves body spontaneously to music. **PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.
Active Physical Play **Muscular Strength, Muscular Endurance, and Flexibility**	3 to 4 1/2 Years	**3.3 Strength, Endurance, and Flexibility** Engage in active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility.	**PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.1.B** Recalls short, simple dances and movement sequences previously introduced by others. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.

PHYSICAL DEVELOPMENT

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Active Physical Play **Cardiovascular Endurance**	4 to 5 1/2 Years	**3.3 Strength, Endurance, and Flexibility** Engage in increased active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility.	**PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. **C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others.

HEALTH

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Understanding Health and Wellness **Body and Health Awareness**	3 to 4 1/2 Years	**1.1 Identifying and Naming Body Parts** Identify and correctly name a few external body parts (for example, elbow, head, private body parts) and a few internal body parts (for example, bones, brain, heart) and demonstrate limited knowledge of their functions.	**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.
Understanding Health and Wellness **Body and Health Awareness**	4 to 5 1/2 Years	**1.1 Identifying and Naming Body Parts** Identify and correctly name several external body parts (for example, elbow, head, private body parts) and internal body parts (for example, bones, brain, heart) and demonstrate more detailed knowledge of their functions.	**LL-LC.1.AA** Points to familiar objects, people, body parts, or emotions. **LL-LC.2.AA** Verbally labels familiar objects, body parts, people, or emotions using one-word responses. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.4.C** Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.

Health

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Understanding Health and Wellness **Body and Health Awareness**	3 to 4 1/2 Years	**1.2 Communicating About Health Needs** Communicate to an adult, with varying specificity and accuracy, about feeling uncomfortable, not feeling well, or a special health need.	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **SE.3.A** With adult support, verbally or nonverbally identifies something about themselves. **PD.6.AA** Begins to recognize and accepts help in following safety procedures.
Understanding Health and Wellness **Body and Health Awareness**	4 to 5 1/2 Years	**1.2 Communicating About Health Needs** Consistently communicate to an adult about feeling uncomfortable, not feeling well, or a special health need and can identify a solution.	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **SE.3.A** With adult support, verbally or nonverbally identifies something about themselves. **PD.6.E** Understands and describes how to get help when there are unsafe objects, substances, or behaviors.
Understanding Health and Wellness **Body and Health Awareness**	3 to 4 1/2 Years	**1.3 Understanding the Role of Health Care Providers** Communicate their basic understanding that health care providers keep people well and help them when they are not well.	**SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **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.
Understanding Health and Wellness **Body and Health Awareness**	4 to 5 1/2 Years	**1.3 Understanding the Role of Health Care Providers** Communicate more specific knowledge on how health care providers keep people well and help them when they are not well.	**SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **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.

HEALTH

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Understanding Health and Wellness **Body and Safety Boundaries**	3 to 4 1/2 Years	**1.4 Recognizing and Communicating About Body Boundaries** Recognize and communicate, with adult support, about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). Tend to follow trusted adults' guidance about body boundaries.	**PD.6.A** With teacher guidance, follows safety procedures. **PD.6.B** Demonstrates understanding of safety procedures and begins to initiate. **SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
Understanding Health and Wellness **Body and Safety Boundaries**	4 to 5 1/2 Years	**1.4 Recognizing and Communicating About Body Boundaries** Demonstrate an ability to recognize and communicate about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). More consistently and independently follow and use trusted adults' guidance about body boundaries.	**PD.6.C** Independently follows safety procedures. **PD.6.D** Understands and describes the importance of safety procedures. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.1.D** Independently verbally or nonverbally names and describes their own emotions **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
Understanding Health and Wellness **Nutrition**	3 to 4 1/2 Years	**1.5 Identifying Foods** Identify a few specific foods.	**PD.5.AA** Uses senses to experience a variety of food during mealtimes. **PD.5.A** Recognizies and identifies a variety of different food.
Understanding Health and Wellness **Nutrition**	4 to 5 1/2 Years	**1.5 Identifying Foods** Identify a larger variety of foods and 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.

HEALTH

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Understanding Health and Wellness **Nutrition**	3 to 4 1/2 Years	**1.6 Communicating Fullness and Hunger** Demonstrate an emerging ability to communicate their own fullness and hunger to an adult. Anticipate mealtime routines but show a limited capacity to wait for the next meal.	**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. **PD.4.B** Demonstrates understanding of self-care and hygiene routines and begins to initiate.
Understanding Health and Wellness **Nutrition**	4 to 5 1/2 Years	**1.6 Communicating Fullness and Hunger** Communicate more consistently their fullness and hunger to an adult. Anticipate mealtime routines and wait a little longer for a meal.	**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. **PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines.
Understanding Health and Wellness **Nutrition**	3 to 4 1/2 Years	**1.7 Understanding a Variety of Foods** Demonstrate an emerging understanding that eating a variety of food helps them grow and feel good. Choose familiar foods, including familial and cultural foods, although occasionally are open to trying new foods.	**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.
Understanding Health and Wellness **Nutrition**	4 to 5 1/2 Years	**1.7 Understanding a Variety of Foods** Demonstrate an understanding that eating a variety of food helps the body grow and feel good. Choose from a greater variety of foods at mealtimes, including familial and cultural foods.	**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.

HEALTH

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Understanding Health and Wellness **Physical Activity**	3 to 4 1/2 Years	**1.8 Recognizing the Body's Response to Physical Activity** Recognize, with adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and indicate the need to be physically active outdoors or indoors.	**PD.5.C** Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. **PD.5.E** Understands and describes different foods and how they give our bodies nutrients and energy. **PD.4.B** Demonstrates understanding of self-care and hygiene routines and begins to initiate. **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday routine activities.
Understanding Health and Wellness **Physical Activity**	4 to 5 1/2 Years	**1.8 Recognizing the Body's Response to Physical Activity** Recognize, with less or limited adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and demonstrate an emerging understanding that being active is healthy. More consistently and with less adult support indicate the need to be physically active outdoors or indoors.	**PD.5.C** Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. **PD.4.D** Independently completes self-care and hygiene routines. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). **ATL.6.D** Refocuses attention to independent or group activity after minor distraction.
Understanding Health and Wellness **Sleep**	3 to 4 1/2 Years	**1.9 Recognizing and Indicating When Tired** Recognize, with adult support, when they are tired and express tiredness with a range of behaviors. Demonstrate limited ability to follow sleep routines consistently.	**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. **SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.
Understanding Health and Wellness **Sleep**	4 to 5 1/2 Years	**1.9 Recognizing and Indicating When Tired** Indicate when they are tired with a range of behaviors and demonstrate an emerging ability to understand that sleep and rest are part of keeping their bodies healthy. Follow sleep and rest routines more consistently.	**SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **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

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Health and Safety Habits **Basic Hygiene**	3 to 4 1/2 Years	**2.1 Handwashing** 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 and Safety Habits **Basic Hygiene**	4 to 5 1/2 Years	**2.1 Handwashing** Demonstrate knowledge of most or all 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 and Safety Habits **Basic Hygiene**	3 to 4 1/2 Years	**2.2 Preventing Infectious Diseases** Practice health habits that prevent infectious diseases and infestations (for example, lice) with adult 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 and Safety Habits **Basic Hygiene**	4 to 5 1/2 Years	**2.2 Preventing Infectious Diseases** Practice health habits that prevent infectious diseases and infestations (for example, lice) with limited adult 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 and Safety Habits **Oral Health**	3 to 4 1/2 Years	**2.3 Toothbrushing** Demonstrate knowledge and follow some steps of the toothbrushing routine 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 and Safety Habits **Oral Health**	4 to 5 1/2 Years	**2.3 Toothbrushing** Demonstrate knowledge and follow more steps of the toothbrushing routine and demonstrate knowledge of when toothbrushing should be done with limited adult supervision and instruction.	**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

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Health and Safety Habits **Sun Safety**	3 to 4 1/2 Years	**2.4 Practicing Sun Safety** Practice some sun-safe actions (for example, wearing sunscreen, drinking water) with adult support and guidance.	**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.
Health and Safety Habits **Sun Safety**	4 to 5 1/2 Years	**2.4 Practicing Sun Safety** Practice sun-safe actions (for example, wearing sunscreen, drinking water) with less adult support and guidance.	**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.
Health and Safety Habits **Injury Prevention**	3 to 4 1/2 Years	**2.5 Following Safety Rules** Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) 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.
Health and Safety Habits **Injury Prevention**	4 to 5 1/2 Years	**2.5 Following Safety Rules** Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with less adult support and guidance.	**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.
Health and Safety Habits **Injury Prevention**	3 to 4 1/2 Years	**2.6 Following Emergency Routines** Demonstrate an ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with adult support and guidance.	**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.

HEALTH

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Health and Safety Habits **Injury Prevention**	4 to 5 1/2 Years	**2.6 Following Emergency Routines** Demonstrate increased independent ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with some adult guidance.	**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.
Health and Safety Habits **Injury Prevention**	3 to 4 1/2 Years	**2.7 Following Transportation and Pedestrian Safety Rules** Show an emerging ability to follow transportation and pedestrian safety rules with adult instruction and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat).	**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.
Health and Safety Habits **Injury Prevention**	4 to 5 1/2 Years	**2.7 Following Transportation and Pedestrian Safety Rules** Show increased ability to follow and understand transportation and pedestrian safety rules with adult support and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat).	**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.

History–Social Science

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Social Inquiry Skills **Asking Questions and Using Evidence**	3 to 4 1/2 Years	**1.1 Making Observations and Asking Questions** Notice, make observations, and ask adults and peers questions about the social world (people, places, institutions).	**SOC.4.A** Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). **SOC.4.AA** Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. **ATL.9.AA** Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **SOC.1.AA** Identifies and recognizes self and family members. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **ATL.3.C** Asks questions and seeks clarity after attempting a challenging task.
Social Inquiry Skills **Asking Questions and Using Evidence**	4 to 5 1/2 Years	**1.1 Making Observations and Asking Questions** Make more detailed observations and ask adults and peers more specific questions (why, how) about the social world (people, places, institutions).	**SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **SOC.4.D** Creates representations or maps of familiar places, such as classroom, community, or region. **SOC.4.B** Recognizes and describes common geographical features within their region. **SOC.4.E** Recognizes and describes different geographical features in other regions and discusses how they are the same and different. **M-GS.3.E** Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects. **SC-LES.2.B** Identifies seasons and observes and describes patterns and changes in the weather. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **ATL.3.C** Asks questions and seeks clarity after attempting a challenging task.

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Social Inquiry Skills **Asking Questions and Using Evidence**	3 to 4 1/2 Years	**1.2 Gathering and Using Evidence** Gather information with adult support from resources (such as books and other media) related to questions of interest about the social world (people, places, institutions).	**ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. **SOC.2.AA** Shows interest in a variety of familiar community members. **SOC.4.AA** Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.
Social Inquiry Skills **Asking Questions and Using Evidence**	4 to 5 1/2 Years	**1.2 Gathering and Using Evidence** Gather information during extended inquiries, with adult support, from a greater variety of resources (such as informational books, magazines, media, and community members) to generate answers related to questions of interest about the social world (people, places, institutions).	**SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. **SOC.5.B** Begins to sequence past and present experiences using visual supports. **SOC.5.C** Begins to use knowledge of past and present experiences to make predictions about the future. **SOC.5.D** Describes how people and things change over time and will continue to change into the future.
Social Inquiry Skills **Communicating Ideas About the Social World**	3 to 4 1/2 Years	**1.3 Creating Representations** Create representations (for example, drawings, three-dimensional models, embodied action, or stories) to show developing understanding of the social world (people, places, institutions), with adult support.	**SOC.4.D** Creates representations or maps of familiar places, such as classroom, community, or region. **SOC.4.B** Recognizes and describes common geographical features within their region. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play.
Social Inquiry Skills **Communicating Ideas About the Social World**	4 to 5 1/2 Years	**1.3 Creating Representations** Create more detailed representations (for example, drawings, three-dimensional models, embodied action, or stories) to deepen and share their understanding of the social world (people, places, institutions), with adult support.	**SOC.4.D** Creates representations or maps of familiar places, such as classroom, community, or region. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **SOC.4.B** Recognizes and describes common geographical features within their region.

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Self and Social Systems **Self-Identity and Society**	3 to 4 1/2 Years	**2.1 Self-Identity** Show awareness of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.	**SE.3.A** With adult support, verbally or nonverbally identifies something about themselves. **SOC.1.AA** Identifies and recognizes self and family members. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. **SOC.1.A** Understands family relationships in relation to self. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SOC.1.B** Discusses the activities or celebrations that their family does together.
Self and Social Systems **Self-Identity and Society**	4 to 5 1/2 Years	**2.1 Self-Identity** Show greater awareness and understanding of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.	**SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **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.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SE.4.B** With adult prompts, compares their own characteristics and emotions to those of others. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
Self and Social Systems **Self-Identity and Society**	3 to 4 1/2 Years	**2.2 Membership in Communities** Exhibit awareness of the communities (for example, family, peer group) with whom they interact frequently.	**SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. **SOC.1.AA** Identifies and recognizes self and family members. **SOC.1.A** Understands family relationships in relation to self. **SOC.2.AA** Shows interest in a variety of familiar community members. **SOC.2.A** Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.

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Self and Social Systems **Self-Identity and Society**	4 to 5 1/2 Years	**2.2 Membership in Communities** Exhibit awareness of their membership in varied communities, including communities with whom they interact occasionally (for example, sports team, extended family, faith community).	**SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play).
Self and Social Systems **Self-Identity and Society**	3 to 4 1/2 Years	**2.3 Awareness of Social Roles** Exhibit awareness of familiar everyday social roles (for example, parent, sibling, teacher, doctor).	**SOC.2.AA** Shows interest in a variety of familiar community members. **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.

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Self and Social Systems **Self-Identity and Society**	4 to 5 1/2 Years	**2.3 Awareness of Social Roles** Exhibit awareness of broader social roles beyond the everyday social roles they typically encounter.	**ATL.1.E** Coordinates roles and carries out more complex stories during role-play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.3.D** 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.
Self and Social Systems **Culture, Difference, and Diversity**	3 to 4 1/2 Years	**2.4 Exploring Cultural Communities** Explore the cultural groups (for example, racial, ethnic, religious, linguistic, ability) in which they participate and display curiosity about other people's practices.	**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 Social Systems **Culture, Difference, and Diversity**	4 to 5 1/2 Years	**2.4 Exploring Cultural Communities** Explore characteristics, practices, and traditions of cultural groups (for example, racial, ethnic, religious, linguistic, ability) beyond their own cultural communities, with adult support.	**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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Self and Social Systems **Culture, Difference, and Diversity**	3 to 4 1/2 Years	**2.5 Exploring Similarities and Differences** Notice similarities and differences in people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability).	**SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **SE.4.B** With adult prompts, compares their own characteristics and emotions to those of others.
Self and Social Systems **Culture, Difference, and Diversity**	4 to 5 1/2 Years	**2.5 Exploring Similarities and Differences** Identify and name similarities and differences among people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability), as well as people they are exposed to through learning materials, media, and daily interactions, with adult prompting.	**SE.4.A** With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. **SOC.1.D** Recognizes and celebrates how families differ or are the same, 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.4.B** With adult prompts, compares their own characteristics and emotions to those of others.
Skills for Democracy and Being a Community Member (Civics) **Fairness and Respect for Other People**	3 to 4 1/2 Years	**3.1 Identifying and Including Members of Peer Groups** Recognize members of their peer groups (for example, members of their classroom, team, or activity group) and include them in play and learning activities.	**ATL.2.A** Engages in activities next to peers using shared materials (parallel play). **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play).

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Skills for Democracy and Being a Community Member (Civics) **Fairness and Respect for Other People**	4 to 5 1/2 Years	**3.1 Identifying and Including Members of Peer Groups** Identify members of their peer groups (for example, members of their classroom, team, or activity group), and include them in collaborative play and learning activities.	**SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **SE.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.
Skills for Democracy and Being a Community Member (Civics) **Fairness and Respect for Other People**	3 to 4 1/2 Years	**3.2 Showing Care and Offering Help** Notice the needs of other people (for example, adults, peers) and the physical space; show care by offering help and contributing.	**SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.4.A** With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. **SE.4.B** With adult prompts, compares their own characteristics and emotions to those of others. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).
Skills for Democracy and Being a Community Member (Civics) **Fairness and Respect for Other People**	4 to 5 1/2 Years	**3.2 Showing Care and Offering Help** Increasingly notice individual and group needs. Show care for others (for example, adults, peers) and for the physical space through actions like offering help, contributing, advocating, and leading.	**SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play).

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Skills for Democracy and Being a Community Member (Civics) **Fairness and Respect for Other People**	3 to 4 1/2 Years	**3.3 Understanding Different Needs and Fairness** Notice and communicate that peers have different needs by offering different resources and taking varied actions. (Even so, they may become frustrated by differences in the distribution of materials or opportunities.)	**ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
Skills for Democracy and Being a Community Member (Civics) **Fairness and Respect for Other People**	4 to 5 1/2 Years	**3.3 Understanding Different Needs and Fairness** Demonstrate understanding that peers have different needs by working toward supporting rules and practices that allow for each other's needs to be met. (Even so, they may still become frustrated by differences in the distribution of materials or opportunities.)	**ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play).

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Skills for Democracy and Being a Community Member (Civics) **Community Norms and Practices**	3 to 4 1/2 Years	**3.4 Contributing to the Group** Contribute to group efforts alongside adults and peers.	**ATL.4.AA** Verbally or nonverbally shares activities they are engaging in with a trusted adult. **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **ATL.2.AA** Observes others in play and participates in an activity next to other children (onlooker/parallel play). **ATL.2.A** Engages in activities next to peers using shared materials (parallel play). **ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
Skills for Democracy and Being a Community Member (Civics) **Community Norms and Practices**	4 to 5 1/2 Years	**3.4 Contributing to the Group** Contribute ideas, work toward group efforts, and show awareness of their individual contribution to collective group projects alongside adults and peers.	**SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.2.D** Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. **SE.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. **ATL.4.AA** Verbally or nonverbally shares activities they are engaging in with a trusted adult. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.

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Skills for Democracy and Being a Community Member (Civics) **Community Norms and Practices**	3 to 4 1/2 Years	**3.5 Following Community Rules and Norms** Recognize community rules and norms and, with adult support, follow rules while learning to coordinate personal interests with those of others.	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **ATL.5.A** Transitions between activities that are part of the routine school day with adult reminders. **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **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). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play).
Skills for Democracy and Being a Community Member (Civics) **Community Norms and Practices**	4 to 5 1/2 Years	**3.5 Following Community Rules and Norms** Recognize rules and norms and follow community rules with fewer adult reminders. Enforce community rules and norms with peers.	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **ATL.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.2.E** Establishes rules with peers during play or structured activities (cooperative play). **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
Skills for Democracy and Being a Community Member (Civics) **Collaborative Problem-Solving**	3 to 4 1/2 Years	**3.6 Group Decision-Making** Participate in group decision-making (for example, voting, group meetings, circle time) about everyday choices that affect the group, with adult support.	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities. **LL-WR.1.B** Contributes ideas and opinions to a shared writing experience with teacher support and dictation. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).

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Skills for Democracy and Being a Community Member (Civics) **Collaborative Problem-Solving**	4 to 5 1/2 Years	**3.6 Group Decision-Making** Participate in group decision-making (for example, voting, group meetings, circle time) with adult support. Express ideas of agreement and disagreement during decision-making practices.	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.2.D** Recognizes that people have different thoughts and opinions within a community. **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community.
Skills for Democracy and Being a Community Member (Civics) **Collaborative Problem-Solving**	3 to 4 1/2 Years	**3.7 Collective Problem-Solving** Participate in problem-solving with peers (for example, interpersonal conflict resolution). Use simple bargaining or seek out adult intervention as strategies.	**SE.7.AA** Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation. **SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. **SE.7.B** When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. **SOC.3.C** Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).
Skills for Democracy and Being a Community Member (Civics) **Collaborative Problem-Solving**	4 to 5 1/2 Years	**3.7 Collective Problem-Solving** Solve problems with peers through strategies like negotiation and compromise to solve problems. Intervene on behalf of one another during problem-solving.	**SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play).

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Skills for Democracy and Being a Community Member (Civics) **Collaborative Problem-Solving**	3 to 4 1/2 Years	**3.8 Developing Solutions and Taking Action** Offer simple ideas to address problems and issues affecting their group, school, or larger community, with adult support.	**SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.4.B** With adult prompts, compares their own characteristics and emotions to those of others.
Skills for Democracy and Being a Community Member (Civics) **Collaborative Problem-Solving**	4 to 5 1/2 Years	**3.8 Developing Solutions and Taking Action** Develop solutions and take action, often engaging others, to address problems and issues in their group, school, or larger community, with adult support.	**SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
Time, Continuity, and Change **Understanding of Time**	3 to 4 1/2 Years	**4.1 Using Time Order Words** Use sequential words or phrases, such as "before" and "after," to describe the time order of everyday personal events.	**SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. **SOC.5.B** Begins to sequence past and present experiences using visual supports. **SOC.5.C** Begins to use knowledge of past and present experiences to make predictions about the future. **ATL.9.AA** Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates). **ATL.9.A** Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in the Dramatic Play Center). **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **M-M.2.C** Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.

HISTORY–SOCIAL SCIENCE

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Time, Continuity, and Change **Understanding of Time**	4 to 5 1/2 Years	**4.1 Using Time Order Words** Indicate time order with increasing accuracy and sophistication. Use words like "before," "after," "then," "next," "yesterday," and "tomorrow."	**SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. **SOC.5.C** Begins to use knowledge of past and present experiences to make predictions about the future. **SOC.5.D** Describes how people and things change over time and will continue to change into the future. **SOC.5.E** Begins to connect past and present experiences and describes events that have happened or will happen in the future. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). **ATL.4.A** Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in. **M-M.2.C** Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.
Time, Continuity, and Change **Personal History**	3 to 4 1/2 Years	**4.2 Describing Change Over Time** Identify change over time in themself, with some adult support, when recalling events from early life (for example, "When I was a baby …").	**SOC.5.D** Describes how people and things change over time and will continue to change into the future. **SOC.5.E** Begins to connect past and present experiences and describes events that have happened or will happen in the future. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. **SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **M-M.2.D** Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).
Time, Continuity, and Change **Personal History**	4 to 5 1/2 Years	**4.2 Describing Change Over Time** Identify and describe change over time in themself, family, and community and share more detailed stories about recent experiences.	**SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. **SOC.5.B** Begins to sequence past and present experiences using visual supports. **SOC.5.C** Begins to use knowledge of past and present experiences to make predictions about the future. **SOC.5.D** Describes how people and things change over time and will continue to change into the future. **SOC.5.E** Begins to connect past and present experiences and describes events that have happened or will happen in the future. **SOC.1.A** Understands family relationships in relation to self. **ATL.4.B** Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product. **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.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Time, Continuity, and Change **Historical Changes in People and the World**	3 to 4 1/2 Years	**4.3 Recalling Past Events** Recall past experiences easily and enjoy hearing stories about the past but require adult help to distinguish when past events occurred in relation to each other and to connect them with current experience.	**SOC.5.AA** Begins to demonstrate an understanding of present experiences through concrete materials and visual supports. **SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. **SOC.5.B** Begins to sequence past and present experiences using visual supports.
Time, Continuity, and Change **Historical Changes in People and the World**	4 to 5 1/2 Years	**4.3 Recalling Past Events** Show improved ability to relate past events to other past events and current experiences but occasionally rely on some adult support.	**SOC.5.C** Begins to use knowledge of past and present experiences to make predictions about the future. **SOC.5.D** Describes how people and things change over time and will continue to change into the future. **SOC.5.E** Begins to connect past and present experiences and describes events that have happened or will happen in the future. **SOC.5.B** Begins to sequence past and present experiences using visual supports. **M-M.2.C** Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. **M-M.2.D** Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).
Sense of Place and Environment **Navigating Familiar Locations**	3 to 4 1/2 Years	**5.1 Identifying Characteristics of Locations** Identify the characteristics of familiar locations, such as home and school and describe objects and activities associated with each.	**SOC.4.A** Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). **SOC.4.AA** Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. **ATL.9.AA** Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).
Sense of Place and Environment **Navigating Familiar Locations**	4 to 5 1/2 Years	**5.1 Identifying Characteristics of Locations** Identify characteristics of their community and region, including geographic features, weather, and common activities.	**SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **SOC.4.D** Creates representations or maps of familiar places, such as classroom, community, or region. **SOC.4.B** Recognizes and describes common geographical features within their region. **SOC.4.E** Recognizes and describes different geographical features in other regions and discusses how they are the same and different. **M-GS.3.E** Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects. **SC-LES.2.B** Identifies seasons and observes and describes patterns and changes in the weather.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Sense of Place and Environment **Navigating Familiar Locations**	3 to 4 1/2 Years	**5.2 Communicating Locations and Directions** Communicate location and directionality (for example, in/on, under/over, up/down, inside/outside) when describing nearby places and locations.	**M-GS.3.AA** Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. **M-GS.3.A** Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. **M-GS.3.E** Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.
Sense of Place and Environment **Navigating Familiar Locations**	4 to 5 1/2 Years	**5.2 Communicating Locations and Directions** Communicate a greater diversity of directions to others (for example, near/far, next to, beside/between, in front/behind), including specific places and locations that are farther away.	**M-GS.3.B** Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. **M-GS.3.C** Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. **M-GS.3.D** Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects. **M-GS.3.AA** Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. **M-GS.3.A** Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.
Sense of Place and Environment **Representations of Physical Space**	3 to 4 1/2 Years	**5.3 Understanding Physical Space Through Drawings, Building Materials, and Maps** Demonstrate an emerging understanding that drawings, globes, building materials, and maps can represent the physical world, but often interpret map symbols imprecisely.	**SOC.4.AA** Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. **SOC.4.A** Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **SOC.4.D** Creates representations or maps of familiar places, such as classroom, community, or region.

HISTORY–SOCIAL SCIENCE

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Sense of Place and Environment **Representations of Physical Space**	4 to 5 1/2 Years	**5.3 Understanding Physical Space Through Drawings, Building Materials, and Maps** Create their own drawings, maps, and models; use globes, maps, and map symbols and use maps for basic problem-solving (for example, locating objects) more skillfully, with adult support.	**SOC.4.B** Recognizes and describes common geographical features within their region. **SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **SOC.4.D** Creates representations or maps of familiar places, such as classroom, community, or region. **SOC.4.E** Recognizes and describes different geographical features in other regions and discusses how they are the same and different. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **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. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
Sense of Place and Environment **Caring for the Natural and Built World**	3 to 4 1/2 Years	**5.4 Caring for the World** Show an interest in the natural and built world, including animals, plants, and the built environment, especially as they experience it directly. With adult support, develop understanding of the interaction between humans and the environment, including taking care of the natural world (for example, not polluting a lake).	**SC-LES.1.D** Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.
Sense of Place and Environment **Caring for the Natural and Built World**	4 to 5 1/2 Years	**5.4 Caring for the World** Show an interest in the natural and built world both within and outside direct experience. Understand the positive and negative impacts of human interaction with the natural world. With adult support, develop actions to take care of the natural world and humans impacted by natural disasters (for example, forest fires).	**SC-LES.1.D** Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SC-LES.1.C** Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. **SC-LES.1.E** Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Economic Systems **Community Needs**	3 to 4 1/2 Years	**6.1 Meeting Community Needs** Recognize that community members have basic needs (for example, shelter, food) and that there are different ways to meet those needs.	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **SOC.3.A** Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more." **SOC.3.B** Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. **SOC.3.D** 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.
Economic Systems **Community Needs**	4 to 5 1/2 Years	**6.1 Meeting Community Needs** Recognize that community members have basic needs (for example, shelter, food) and demonstrates emerging ability to identify people and places within the community that help community members meet their needs.	**SOC.2.A** Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.3.B** Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.
Economic Systems **Community Needs**	3 to 4 1/2 Years	**6.2 Awareness of People at Work** Understand that people do different types of work, both inside and outside the home.	**SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.1.C** Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.
Economic Systems **Community Needs**	4 to 5 1/2 Years	**6.2 Awareness of People at Work** Explore with adult support a wider array of work that people do both inside and outside the home. Understand how different types of work help communities meet their needs.	**SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **SOC.3.B** Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. **SOC.3.D** 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.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Economic Systems **Exchange**	3 to 4 1/2 Years	**6.3 Understanding Exchange** Recognize use of different forms of exchange, including trading and using money to buy and sell.	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **SOC.3.A** Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more." **SOC.3.B** Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. **SOC.3.D** 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.
Economic Systems **Exchange**	4 to 5 1/2 Years	**6.3 Understanding Exchange** Understand more complex exchange concepts, like choosing one item over another (opportunity cost), limited access to or limited amounts of a resource (supply and demand), and the exchange of money to buy and sell goods and services.	**SOC.3.C** Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. **SOC.3.D** 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. **SOC.3.E** Discusses the purpose of saving money for a future purchase. **SOC.3.A** Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more."

Visual and Performing Arts

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Visual Arts **Notice, Respond to, or Engage in Visual Art**	3 to 4 1/2 Years	**1.1 Attending to and Engaging in Visual Arts** Attend to and engage with different visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.	**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. **LL-LC.2.AA** Verbally labels familar objects, body parts, people, or emotions using one-word responses. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.

VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Visual Arts **Notice, Respond to, or Engage in Visual Art**	4 to 5 1/2 Years	**1.1 Attending to and Engaging in Visual Arts** Demonstrate increased attention to and engagement with a variety of visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.	**C-ARTS.5.B** Discusses their own artistic creations and chooses artwork for display or performance. **C-ARTS.5.C** Recognizes and discusses differences in artistic creations. **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. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.
Visual Arts **Notice, Respond to, or Engage in Visual Art**	3 to 4 1/2 Years	**1.2 Communicating About Art Forms and Elements** Notice and communicate about some objects, forms, or representations that appear in art.	**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 Arts **Notice, Respond to, or Engage in Visual Art**	4 to 5 1/2 Years	**1.2 Communicating About Art Forms and Elements** Notice and communicate about specific elements that appear in art (such as color, line, texture, or perspective), and describe how objects, forms, or representations are positioned in the artwork.	**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 Arts **Develop Skills in Visual Art**	3 to 4 1/2 Years	**1.3 Drawing or Painting Lines and Curves** Use straight and curved marks and lines, circles, and other shapes to create drawings or paintings that suggest people, animals, or other objects.	**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 fisted grasp. **PD.3.B** With teacher modeling, draws circles, squares, and crosses.

Visual and Performing Arts

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Visual Arts **Develop Skills in Visual Art**	4 to 5 1/2 Years	**1.3 Drawing or Painting Lines and Curves** Use straight and curved marks and lines, circles, and other shapes with increased precision and detail to create drawings or paintings of people, animals, or other objects that are mostly recognizable.	**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 Arts **Develop Skills in Visual Art**	3 to 4 1/2 Years	**1.4 Working with Dough or Clay** Make somewhat regular-shaped balls and coils out of play dough or clay using their hands or simple tools.	**ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.A** Expresses self using a variety of art materials and tools.
Visual Arts **Develop Skills in Visual Art**	4 to 5 1/2 Years	**1.4 Working with Dough or Clay** Make representational forms that are mostly recognizable out of play dough or clay using their hands or simple tools.	**ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment.

Visual and Performing Arts

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Visual Arts **Develop Skills in Visual Art**	3 to 4 1/2 Years	**1.5 Using Visual Arts Materials** Use a range of materials to create two- dimensional art (such as drawings or paintings) and three- dimensional art (such as collages or sculptures).	**C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.3.B** Creates drawings, paintings, and models with an increasing level of detail. **LL-WR.2.AA** Draws to represent something or to communicate a thought. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **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. **C-ARTS.5.B** Discusses their own artistic creations and chooses artwork for display or performance.
Visual Arts **Develop Skills in Visual Art**	4 to 5 1/2 Years	**1.5 Using Visual Arts Materials** Use a range of materials more intentionally to create two- dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures) that is more detailed.	**C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques. **C-ARTS.3.E** Reviews their original art and makes changes to the final product. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **ATL.8.D** Creates and follows through with simple plans independently. **ATL.8.E** Plans simple steps for future activity goal.
Visual Arts **Develop Skills in Visual Art**	3 to 4 1/2 Years	**1.6 Communicating Visual Arts Terms** Recognize and name some materials and tools used for visual arts.	**LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.2.AA** Verbally labels familar objects, body parts, people, or emotions using one-word responses. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/ sentence. **C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques. **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities.

Visual and Performing Arts

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Visual Arts **Develop Skills in Visual Art**	4 to 5 1/2 Years	**1.6 Communicating Visual Arts Terms** Recognize and name a greater variety of materials and tools used for visual arts with increased accuracy.	**LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.2.AA** Verbally labels familar objects, body parts, people, or emotions using one-word responses. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/ sentence. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques.
Visual Arts **Develop Skills in Visual Art**	3 to 4 1/2 Years	**1.7 Demonstrating Motor Control** Demonstrate some motor control when working with visual arts tools.	**C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.3.B** Creates drawings, paintings, and models with an increasing level of detail. **PD.3.AA** Uses crayons or markers with some coordination. **PD.3.A** Draws vertical and horizontal lines with a model using a fisted grasp. **PD.3.B** With teacher modeling, draws circles, squares, and crosses. **PD.2.C** Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. **PD.2.D** Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.
Visual Arts **Develop Skills in Visual Art**	4 to 5 1/2 Years	**1.7 Demonstrating Motor Control** Demonstrate coordination and increased motor control when working with visual arts tools.	**C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques. **PD.3.D** Begins to use a tripod grasp when writing and copies complex designs. **PD.3.E** Consistently uses a tripod grasp when writing and copies and creates complex designs. **PD.2.D** Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. **PD.2.E** Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Visual Arts **Develop Skills in Visual Art**	3 to 4 1/2 Years	**1.8 Mixing and Blending Colors** Experiment with mixing colors and notice different colors and shades.	**C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.3.B** Creates drawings, paintings, and models with an increasing level of detail. **PD.3.AA** Uses crayons or markers with some coordination.
Visual Arts **Develop Skills in Visual Art**	4 to 5 1/2 Years	**1.8 Mixing and Blending Colors** Intentionally mix and blend colors to achieve different colors and shades.	**C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **PD.3.E** Consistently uses a tripod grasp when writing and copies and creates complex designs. **C-ARTS.3.E** Reviews their original art and makes changes to the final product.
Visual Arts **Create, Invent, or Express Through Visual Art**	3 to 4 1/2 Years	**1.9 Creating Two-Dimensional and Three-Dimensional Representations** Create two-dimensional and three-dimensional pieces of visual art that are intended to represent objects, figures, people, or experiences.	**ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.B** Creates drawings, paintings, and models with an increasing level of detail.
Visual Arts **Create, Invent, or Express Through Visual Art**	4 to 5 1/2 Years	**1.9 Creating Two-Dimensional and Three-Dimensional Representations** Create two-dimensional and three-dimensional pieces of visual art that often include a combination of objects, figures, and people to illustrate a story or scene, sometimes naming the artworks.	**ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **C-ARTS.3.B** Creates drawings, paintings, and models with an increasing level of detail. **C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Visual Arts **Create, Invent, or Express Through Visual Art**	3 to 4 1/2 Years	**1.10 Intensity and Mood** Use some intensity of marks and colors to express a feeling or mood.	**C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.3.B** Creates drawings, paintings, and models with an increasing level of detail. **PD.3.AA** Uses crayons or markers with some coordination. **PD.3.A** Draws vertical and horizontal lines with a model using a fisted grasp. **LL-WR.2.AA** Draws to represent something or to communicate a thought. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation.
Visual Arts **Create, Invent, or Express Through Visual Art**	4 to 5 1/2 Years	**1.10 Intensity and Mood** Use intensity of marks and colors more frequently to express a feeling or mood and explain their choice.	**C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **PD.3.E** Consistently uses a tripod grasp when writing and copies and creates complex designs. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **LL-WR.2.E** Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.
Music **Notice, Respond to, or Engage in Music**	3 to 4 1/2 Years	**2.1 Attending to and Engaging in Music** Attend to and engage with different sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new.	**C-ARTS.4.AA** Listens to a variety of music. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.5.C** Recognizes and discusses differences in artistic creations. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Music **Notice, Respond to, or Engage in Music**	4 to 5 1/2 Years	**2.1 Attending to and Engaging in Music** Demonstrate increased attention to and engagement with a wider variety of sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new.	**C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others. **C-ARTS.5.C** Recognizes and discusses differences in artistic creations. **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.
Music **Notice, Respond to, or Engage in Music**	3 to 4 1/2 Years	**2.2 Responding to Music with Body Movements** Use body movement to respond to music by themself or with others.	**C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.4.AA** Listens to a variety of music. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms.
Music **Notice, Respond to, or Engage in Music**	4 to 5 1/2 Years	**2.2 Responding to Music with Body Movements** Use body movement that more closely responds to the beat, dynamics (louds and softs), and tempo (speed) of music by themself or with others.	**C-ARTS.1.B** Recalls short, simple dances and movement sequences previously introduced by others. **C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement.
Music **Develop Skills in Music**	3 to 4 1/2 Years	**2.3 Recognizing Sounds and Vibrations** Notice and communicate differences between some vocal, instrumental, and environmental sounds and vibrations.	**C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.5.C** Recognizes and discusses differences in artistic creations.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Music **Develop Skills in Music**	4 to 5 1/2 Years	**2.3 Recognizing Sounds and Vibrations** Notice and communicate differences between a larger array of vocal, instrumental, and environmental sounds and vibrations with increased accuracy.	**C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
Music **Develop Skills in Music**	3 to 4 1/2 Years	**2.4 Exploring Vocal Expression and Instruments** Explore vocally and with instruments; sing patterns, chants, and parts of songs by themself or with others.	**M-PFA.3.AA** Copies simple AB patterns through rhythm and movement. **M-PFA.3.A** Uses objects, rhythm, or movement to copy simple AB patterns. **M-PFA.3.B** Uses objects, rhythm, or movement to copy and extend simple AB patterns. **M-PFA.3.C** Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
Music **Develop Skills in Music**	4 to 5 1/2 Years	**2.4 Exploring Vocal Expression and Instruments** Expand vocal and instrumental exploration; sing patterns, chants, and entire songs alone or with others in varying pitches (highs and lows), dynamics (louds and softs), moods, and intensities.	**M-PFA.3.C** Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.D** Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Music **Develop Skills in Music**	3 to 4 1/2 Years	**2.5 Exploring Beat and Rhythmic Awareness** Tap beats and rhythms with their hands, feet, and instruments or other percussive tools.	**C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **M-PFA.3.AA** Copies simple AB patterns through rhythm and movement. **M-PFA.3.A** Uses objects, rhythm, or movement to copy simple AB patterns. **M-PFA.3.B** Uses objects, rhythm, or movement to copy and extend simple AB patterns. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.
Music **Develop Skills in Music**	4 to 5 1/2 Years	**2.5 Exploring Beat and Rhythmic Awareness** Increase complexity and accuracy in tapping various beats and rhythms with their hands, feet, and instruments or other percussive tools.	**C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others. **M-PFA.3.C** Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.D** Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
Music **Develop Skills in Music**	3 to 4 1/2 Years	**2.6 Communicating Music Terms** Recognize and name basic terms and elements related to music, such as the names of a few instruments or a few basic terms describing tempo (speed) or dynamics (louds and softs).	**LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **C-ARTS.4.AA** Listens to a variety of music. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.5.C** Recognizes and discusses differences in artistic creations.

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Music **Develop Skills in Music**	4 to 5 1/2 Years	**2.6 Communicating Music Terms** Recognize and name a wider range of instruments and specific qualities of music, such as pitch (high or low), mood, tempo (speed), and dynamics (louds and softs).	**LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.3.D** Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others. **C-ARTS.5.C** Recognizes and discusses differences in artistic creations.
Music **Create, Invent, or Express Through Music**	3 to 4 1/2 Years	**2.7 Producing or Improvising Melodies and Rhythms** Use vocal skills, instruments, and other tools to produce short melodies, chants, or songs using simple rhythms and tones, by themself or with others.	**C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others.
Music **Create, Invent, or Express Through Music**	4 to 5 1/2 Years	**2.7 Producing or Improvising Melodies and Rhythms** Use vocal skills, instruments, and other tools to produce or improvise on melodies, chants, or songs using more complex rhythms and tones, by themself or with others.	**C-ARTS.4.E** Creates and performs original music or songs for others. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos.
Drama **Notice, Respond to, or Engage in Drama**	3 to 4 1/2 Years	**3.1 Engaging in Drama** Engage in pretend play by themself or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.	**C-ARTS.2.AA** Engages briefly in, or observes others in, dramatic play. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **ATL.1.AA** Engages in exploratory or sensory play. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **C-ARTS.5.D** Expresses opinions about the artistic creations and techniques of others.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Drama **Notice, Respond to, or Engage in Drama**	4 to 5 1/2 Years	**3.1 Engaging in Drama** Engage in extended and flexible pretend play scenarios, by themself or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.	**C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play. **C-ARTS.5.D** Expresses opinions about the artistic creations and techniques of others.
Drama **Notice, Respond to, or Engage in Drama**	3 to 4 1/2 Years	**3.2 Understanding Plot** Demonstrate knowledge of the simple plot of a participatory drama.	**C-ARTS.2.AA** Engages briefly in, or observes others in, dramatic play. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **LL-NC.3.AA** Joins in acting out a book as it's read aloud. **LL-NC.3.A** Describes one event from a familiar narrative using visuals or gestures. **LL-NC.3.B** Retells two events from a familiar narrative using visuals or gestures.
Drama **Notice, Respond to, or Engage in Drama**	4 to 5 1/2 Years	**3.2 Understanding Plot** Demonstrate knowledge of the extended plot and conflict of a participatory drama.	**C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play. **LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures. **LL-NC.3.E** With prompting and support, retells familiar stories, including key details.

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Drama **Develop Skills in Drama**	3 to 4 1/2 Years	**3.3 Showing Emotions** Use gestures, expressions, and movements to intentionally show different emotions.	**C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **C-ARTS.5.D** Expresses opinions about the artistic creations and techniques of others. **ATL.1.AA** Engages in exploratory or sensory play.
Drama **Develop Skills in Drama**	4 to 5 1/2 Years	**3.3 Showing Emotions** Use gestures, expressions, and movements to intentionally show a wider range of emotions.	**C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play. **C-ARTS.5.D** Expresses opinions about the artistic creations and techniques of others.
Drama **Develop Skills in Drama**	3 to 4 1/2 Years	**3.4 Acting Out Prompts or Scripts** Participate in acting out prompts or simple scripts by themselves or with others (such as by following instructions or taking turns).	**C-ARTS.2.AA** Engages briefly in, or observes others in, dramatic play. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.

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Drama **Develop Skills in Drama**	4 to 5 1/2 Years	**3.4 Acting Out Prompts or Scripts** Participate in acting out longer or more detailed prompts or scripts by themself or with others (such as by following instructions or taking turns).	**C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play.
Drama **Develop Skills in Drama**	3 to 4 1/2 Years	**3.5 Engaging in Role-Play** Engages in role-play (representing a person, animal, or character) using a limited range of voices, movements, and gestures.	**C-ARTS.2.AA** Engages briefly in, or observes others in, dramatic play. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play.
Drama **Develop Skills in Drama**	4 to 5 1/2 Years	**3.5 Engaging in Role-Play** Engages in role-play (representing a person, animal, or character) using a wider range of voices, movements, and gestures.	**C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play.
Drama **Develop Skills in Drama**	3 to 4 1/2 Years	**3.6 Vocal Projection** Project their voice with some clarity using some dynamics (louds and softs).	**C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Drama **Develop Skills in Drama**	4 to 5 1/2 Years	**3.6 Vocal Projection** Project their voice with increased clarity using a range of dynamics (louds and softs).	**C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms.
Drama **Develop Skills in Drama**	3 to 4 1/2 Years	**3.7 Communicating Drama Terms** Understand and communicate basic terms and elements related to drama.	**LL-LC.3.A** Shows interest in new words or asks questions to acquire new vocabulary. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). **LL-LC.3.AA** Repeats or attempts to use words heard in the everyday language or environment. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions.
Drama **Develop Skills in Drama**	4 to 5 1/2 Years	**3.7 Communicating Drama Terms** Demonstrate a broader understanding of terms and elements related to drama and an increased ability to communicate the terms.	**C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.3.D** Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play.
Drama **Create, Invent, or Express Through Drama**	3 to 4 1/2 Years	**3.8 Using Props or Costumes** Add props or costumes to enhance the dramatization of familiar stories and fantasy play by themself or with others.	**C-ARTS.2.AA** Engages briefly in, or observes others in, dramatic play. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).

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Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Drama **Create, Invent, or Express Through Drama**	4 to 5 1/2 Years	**3.8 Using Props or Costumes** Intentionally use a variety of props, costumes, or scenery to enhance the dramatization of familiar stories and fantasy play by themselves or with others.	**C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **ATL.1.C** Engages in individual verbal or nonverbal imaginative play or role-play. **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **ATL.1.E** Coordinates roles and carries out more complex stories during role-play. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **ATL.1.B** Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).
Drama **Create, Invent, or Express Through Drama**	3 to 4 1/2 Years	**3.9 Creating Scripts** Create new scripts, reinvent, or embellish existing stories and act them out by themself or with others, with or without adult support.	**C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-WR.2.AA** Draws to represent something or to communicate a thought. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation.
Drama **Create, Invent, or Express Through Drama**	4 to 5 1/2 Years	**3.9 Creating Scripts** Intentionally create longer and more detailed scripts and stories, acting them out by themself or with others, with or without adult support.	**C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures. **LL-NC.3.E** With prompting and support, retells familiar stories, including key details. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **ATL.8.D** Creates and follows through with simple plans independently. **ATL.8.E** Plans simple steps for future activity goal.

Visual and Performing Arts

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Dance **Notice, Respond to, or Engage in Dance**	3 to 4 1/2 Years	**4.1 Attending to and Engaging in Dance** Attend to or engage in different movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.	**C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.1.B** Recalls short, simple dances and movement sequences previously introduced by others. **C-ARTS.1.C** Creates short dances or movement sequences.
Dance **Notice, Respond to, or Engage in Dance**	4 to 5 1/2 Years	**4.1 Attending to and Engaging in Dance** Demonstrate increased attention to or engagement with a variety of movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.	**C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **C-ARTS.1.B** Recalls short, simple dances and movement sequences previously introduced by others.
Dance **Develop Skills in Dance**	3 to 4 1/2 Years	**4.2 Spatial Awareness and Coordination** Demonstrate awareness of self and others in dance or when moving in space.	**C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.1.B** Recalls short, simple dances and movement sequences previously introduced by others. **PD.1.AA** Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.

Visual and Performing Arts

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Dance **Develop Skills in Dance**	4 to 5 1/2 Years	**4.2 Spatial Awareness and Coordination** Demonstrate increased awareness of self and others and coordination of movement in dance or when moving in space.	**C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
Dance **Develop Skills in Dance**	3 to 4 1/2 Years	**4.3 Responding to Tempo** Respond to tempo (speed) and timing through movement.	**C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms.
Dance **Develop Skills in Dance**	4 to 5 1/2 Years	**4.3 Responding to Tempo** Respond to tempo (speed) and timing through movement with increased accuracy and skill.	**C-ARTS.1.B** Recalls short, simple dances and movement sequences previously introduced by others. **C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement.

VISUAL AND PERFORMING ARTS

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Dance **Develop Skills in Dance**	3 to 4 1/2 Years	**4.4 Learning Basic Dance Skills** Respond to the instruction of one skill at a time in movement (such as jumping or falling).	**C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.1.B** Recalls short, simple dances and movement sequences previously introduced by others. **LL-LC.3.AA** Repeats or attempts to use words heard in the everyday language or environment. **LL-LC.3.A** Shows interest in new words or asks questions to acquire new vocabulary. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions.
Dance **Develop Skills in Dance**	4 to 5 1/2 Years	**4.4 Learning Basic Dance Skills** Respond to the instruction of more than one skill at a time in movement (such as turning, leaping, and turning again).	**C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.3.D** Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
Dance **Develop Skills in Dance**	3 to 4 1/2 Years	**4.5 Communicating Dance Terms** Understand and communicate basic terms and elements related to dance.	**C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.1.B** Recalls short, simple dances and movement sequences previously introduced by others. **LL-LC.3.AA** Repeats or attempts to use words heard in the everyday language or environment. **LL-LC.3.A** Shows interest in new words or asks questions to acquire new vocabulary. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions.

Visual and Performing Arts

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Dance **Develop Skills in Dance**	4 to 5 1/2 Years	**4.5 Communicating Dance Terms** Demonstrate a broader understanding of terms and elements related to dance (such as steps, tempo [speed], or types of dances) and an increased ability to communicate the terms.	**C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.3.D** Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
Dance **Create, Invent, or Express Through Dance**	3 to 4 1/2 Years	**4.6 Representation Through Dance** Use music and movement patterns to act out and dramatize.	**C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.4.AA** Listens to a variety of music. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.
Dance **Create, Invent, or Express Through Dance**	4 to 5 1/2 Years	**4.6 Representation Through Dance** Use music and movement patterns to act out and dramatize with increased skill.	**C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **M-PFA.3.D** Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).

Visual and Performing Arts

Strand and Substrand	Age	Foundation and Description	Every Child Ready Standard(s)
Dance **Create, Invent, or Express Through Dance**	3 to 4 1/2 Years	**4.7 Inventing and Improvising Dance** Invent dance movements or improvise dances by themself or with others.	**C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others.
Dance **Create, Invent, or Express Through Dance**	4 to 5 1/2 Years	**4.7 Inventing and Improvising Dance** Invent and recreate dance movements or improvise dances by themself or with others. Often initiate a sequence of movements or steps.	**C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement.
Dance **Create, Invent, or Express Through Dance**	3 to 4 1/2 Years	**4.8 Communicating Feelings Through Dance** Communicate simple feelings spontaneously and intentionally through dance and movement, by themself or with others.	**C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.C** Creates short dances or movement sequences. **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.1.B** With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.
Dance **Create, Invent, or Express Through Dance**	4 to 5 1/2 Years	**4.8 Communicating Feelings Through Dance** Communicate more complex feelings spontaneously and intentionally through dance and movement by themself or with others.	**C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.1.D** Independently verbally or nonverbally names and describes their own emotions. **SE.1.E** Identifies that they can have different emotions about the same situation.

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