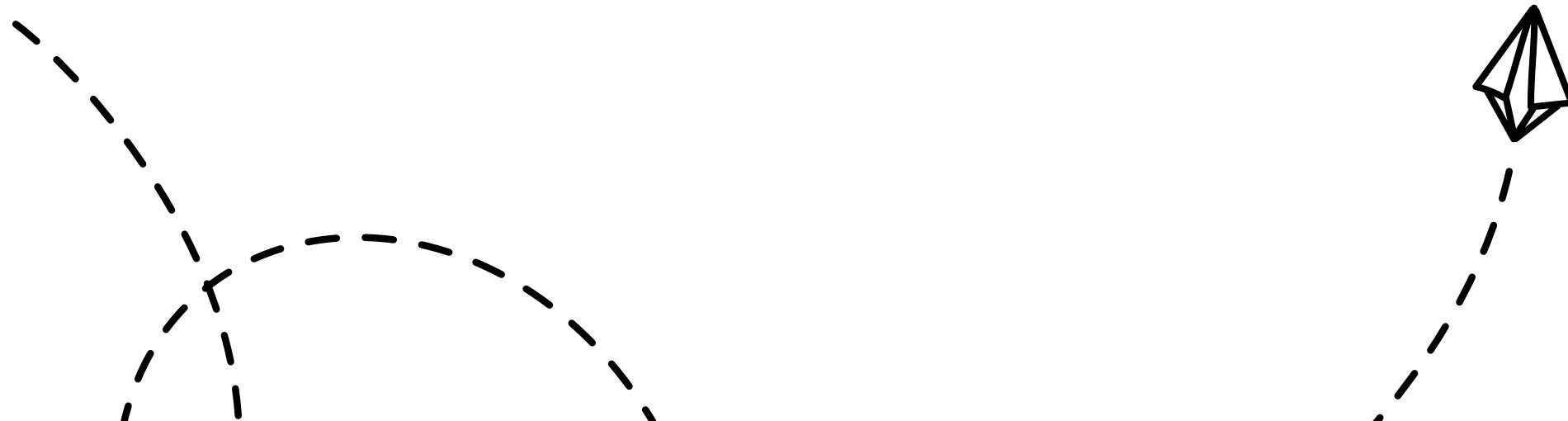


Every Child Ready Standards & Colorado Early Learning and Development Guidelines Alignment



Every Child Ready Standards & Colorado Early Learning and Development Guidelines Alignment



PHYSICAL DEVELOPMENT AND HEALTH

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Health, Safety and Nutrition: The maintenance of healthy and age appropriate physical well-being, and understanding of healthy and safe habits and practicing healthy habits.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Possess good overall health, including oral, visual, and auditory health, and be free from communicable or preventable diseases. 2. Participate in prevention and management of chronic health conditions and avoid toxins, such as lead. 3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age. 4. Get sufficient rest and exercise to support healthy development.* 5. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.* 6. Communicate an understanding of the importance of health and safety routines and rules.* 7. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.* 8. Distinguish food on a continuum from most healthy to less healthy. 9. Eat a variety of nutritious foods. 10. Participate in structured and unstructured physical activities.* 11. Recognize the importance of doctor and dentist visits. 12. Cooperate during doctor and dentist visits and health and developmental screening. 	<p>PD.4.AA Begins to recognize and accept help in self-care and hygiene routines.</p> <p>PD.4.A With teacher guidance, follows self-care and hygiene routines.</p> <p>PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate.</p> <p>PD.4.C Completes self-care and hygiene routines with minimal assistance.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p> <p>PD.4.E Understands and describes the importance of self-care and hygiene routines.</p> <p>PD.5.AA Uses senses to experience a variety of food during mealtimes.</p> <p>PD.5.A Recognizes and identifies a variety of different food.</p> <p>PD.5.B Demonstrates understanding of types of food and preferences.</p> <p>PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.</p> <p>PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.</p> <p>PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.</p> <p>PD.6.AA Begins to recognize and accept help when following safety procedures.</p> <p>PD.6.A With teacher guidance, follows safety procedures.</p> <p>PD.6.B Demonstrates understanding of safety procedures and begins to initiate.</p> <p>PD.6.C Independently follows safety procedures.</p> <p>PD.6.D Understands and describes the importance of safety procedures.</p> <p>PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p> <p>C-ARTS.1.AA Moves body spontaneously to music.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p>

PHYSICAL DEVELOPMENT AND HEALTH

Guideline	Indicators	Every Child Ready Standard(s)
<p>2. Gross Motor Skills: The control of large muscles for movement, navigation, and balance.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.* 2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle. 3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.* 	<p>PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p>PD.1.A Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>
<p>3. Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.¹</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Develop hand strength and dexterity. 2. Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating. 3. Manipulate a range of objects, such as blocks or books. 4. Manipulate writing, drawing, and art tools. 	<p>PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.</p> <p>PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p> <p>PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, stringing lacing beads, and cutting out simple shapes with accuracy.</p> <p>PD.3.AA Uses crayons or markers with some coordination.</p> <p>PD.3.A Draws vertical and horizontal lines with a model using a fisted grasp.</p> <p>PD.3.B With teacher modeling, draws circles, squares, and crosses.</p> <p>PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p>

¹Part 1 of 2. Continues on page 4.

PHYSICAL DEVELOPMENT AND HEALTH

Guideline	Indicators	Every Child Ready Standard(s)
<p>3. Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.²</p> <p><i>²Part 2 of 2. Continued from page 3.</i></p>	<p>Children may . . .</p> <ol style="list-style-type: none"> 1. Develop hand strength and dexterity. 2. Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating. 3. Manipulate a range of objects, such as blocks or books. 4. Manipulate writing, drawing, and art tools. 	<p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p> <p>C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p>

SOCIAL & EMOTIONAL DEVELOPMENT

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Relationships with Adults and Peers: The healthy relationships and interactions with adults and peers.³</p> <p><i>³Part 1 of 2. Continues on page 5.</i></p>	<p>Children may . . .</p> <ol style="list-style-type: none"> 1. Engage in and maintains positive relationships and interactions with adults.* 2. Engage in prosocial and cooperative behavior with adults.* 3. Engage in and maintains positive interactions and relationships with other children.* 4. Engage in cooperative play with other children. 5. Use basic problem-solving skills to resolve conflicts with other children. 	<p>SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p>SE.2.A Coregulates emotion with one-on-one adult support.</p> <p>SE.2.B Accepts offers of adult assistance to engage in coregulation.</p> <p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p>SE.5.AA Mostly engages in play on own, but notices or takes an interest in peer or social situations.</p> <p>SE.5.A Engages with peers with teacher modeling and participates in organized group activities.</p> <p>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).</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>ATL.2.AA Observes others in play and participates in an activity next to other children (onlooker/parallel play).</p>

SOCIAL & EMOTIONAL DEVELOPMENT

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Relationships with Adults and Peers: The healthy relationships and interactions with adults and peers.⁴</p> <p><i>⁴Part 2 of 2. Continued from page 4.</i></p>	<p>Children may ...</p> <ol style="list-style-type: none"> Engage in and maintains positive relationships and interactions with adults.* Engage in prosocial and cooperative behavior with adults.* Engage in and maintains positive interactions and relationships with other children.* Engage in cooperative play with other children. Use basic problem-solving skills to resolve conflicts with other children. 	<p>ATL.2.A Engages in activities next to peers using shared materials (parallel play).</p> <p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompting (associative play).</p> <p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>SE.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p>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.</p> <p>SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p>SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p>SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p>SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.</p>
<p>2. Sense of Identity and Belonging: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.⁵</p> <p><i>⁵Part 1 of 2. Continues on page 6.</i></p>	<p>Children may ...</p> <ol style="list-style-type: none"> Recognize self as a unique individual having own abilities, characteristics, emotions, and interests.* Express confidence in own skills and positive feelings about self.* Have a sense of belonging to family, community, and other groups. 	<p>SE.3.AA Responds to own name.</p> <p>SE.3.A With adult support, verbally or nonverbally identifies something about themselves.</p> <p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>

SOCIAL & EMOTIONAL DEVELOPMENT

Guideline	Indicators	Every Child Ready Standard(s)
<p>2. Sense of Identity and Belonging: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.⁶</p> <p>⁶Part 2 of 2. Continued from page 5.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Recognize self as a unique individual having own abilities, characteristics, emotions, and interests.* 2. Express confidence in own skills and positive feelings about self.* 3. Have a sense of belonging to family, community, and other groups. 	<p>SOC.1.A Understands family relationships in relation to self.</p> <p>SOC.1.B Discusses the activities or celebrations that their family does together.</p> <p>SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>
<p>3. Emotional Functioning: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.⁷</p> <p>⁷Part 1 of 2. Continues on page 7.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Express a broad range of emotions and recognize these emotions in self and others.* 2. Express care and concern toward others. 3. Manage emotions with increasing independence.* 	<p>SE.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression.</p> <p>SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p>SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, excitement, anger, fear, and sadness in self.</p> <p>SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p>SE.1.D Independently verbally or nonverbally names and describes their own emotions.</p> <p>SE.1.E Identifies that they can have different emotions about the same situation.</p> <p>SE.4.AA With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.</p> <p>SE.4.A With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p> <p>SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p> <p>SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p>SE.4.D With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.</p> <p>SE.4.E With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy.</p> <p>SE.2.AA Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p>SE.2.A Coregulates emotion with one-on-one adult support.</p> <p>SE.2.B Accepts offers of adult assistance to engage in coregulation.</p>

SOCIAL & EMOTIONAL DEVELOPMENT

Guideline	Indicators	Every Child Ready Standard(s)
<p>3. Emotional Functioning: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.⁸</p> <p>⁸Part 2 of 2. Continued from page 6.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Express a broad range of emotions and recognize these emotions in self and others.* 2. Express care and concern toward others. 3. Manage emotions with increasing independence.* 	<p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.2.D Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p>SE.2.E Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p>
<p>4. Emotional and Behavioral Self-Regulation: The ability to recognize and regulate emotions and behavior.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Follow classroom rules and routines with increasing independence.* 2. Appropriately handle and take care of classroom materials.* 3. Manage actions, words, and behavior with increasing independence.* 	<p>ATL.9.AA Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).</p> <p>ATL.9.A Recalls one to two pieces of new and relevant information about their lived experiences (e.g., shares two things they did that day, recalls two toys that were in Dramatic Play).</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p>
<p>5. Cognitive Self-Regulation (Executive Functioning): The ability to regulate attention and impulses.⁹</p> <p>⁹Part 1 of 2. Continues on page 8.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Demonstrate an increasing ability to control impulses.* 2. Maintain focus and sustain attention with minimal adult support.* 3. Persist in tasks.* 4. Hold information in mind and manipulate it to perform tasks.* 5. Demonstrate flexibility in thinking and behavior.* 	<p>ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p> <p>ATL.7.A Participates in one- to two-step inhibition games and activities.</p> <p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p> <p>ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p>ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions.</p> <p>ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior.</p> <p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</p> <p>ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.C Attends to entirety of a short, engaging lesson or teacher-led activity (10–15 minutes).</p> <p>ATL.6.D Refocuses attention to independent or group activity after minor distraction.</p> <p>ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).</p>

SOCIAL & EMOTIONAL DEVELOPMENT

Guideline	Indicators	Every Child Ready Standard(s)
<p>5. Cognitive Self-Regulation (Executive Functioning): The ability to regulate attention and impulses.¹⁰</p> <p><i>¹⁰Part 2 of 2. Continued from page 7.</i></p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Demonstrate an increasing ability to control impulses.* 2. Maintain focus and sustain attention with minimal adult support.* 3. Persist in tasks.* 4. Hold information in mind and manipulate it to perform tasks.* 5. Demonstrate flexibility in thinking and behavior.* 	<p>ATL.5.AA Stops preferred activities with one on one assistance or coregulation.</p> <p>ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p>ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).</p> <p>ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p>

ENGLISH LANGUAGE DEVELOPMENT

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Receptive English Language Skills: The ability to comprehend or understand the English language.¹¹</p> <p><i>¹¹Part 1 of 2. Continues on page 9.</i></p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Participate with movement and gestures while other children and the teachers dance and sing in English. 2. Acknowledge or respond nonverbally to common words or phrases, such as "hello," "good bye," "snack time," or "bathroom," when accompanied by adult gestures. 3. Point to body parts when asked, "Where is your nose, hand, leg...?" 4. Comprehend and respond to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" "Why do you think the caterpillar is hungry?" 5. Follow multi-step directions in English with minimal cues or assistance. 	<p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p> <p>LL-LC.1.A Responds to simple requests, such as choosing between objects.</p> <p>LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p>LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p>LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p>LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).</p> <p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p>

ENGLISH LANGUAGE DEVELOPMENT

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Receptive English Language Skills: The ability to comprehend or understand the English language.¹²</p> <p>¹²Part 2 of 2. Continued from page 8.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> Participate with movement and gestures while other children and the teachers dance and sing in English. Acknowledge or respond nonverbally to common words or phrases, such as "hello," "good bye," "snack time," or "bathroom," when accompanied by adult gestures. Point to body parts when asked, "Where is your nose, hand, leg...?" Comprehend and respond to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" "Why do you think the caterpillar is hungry?" Follow multi-step directions in English with minimal cues or assistance. 	<p>ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p> <p>ATL.7.A Participates in one- to two-step inhibition games and activities.</p> <p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p> <p>ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).</p>
<p>2. Expressive English Language Skills: The ability to speak or use English.¹³</p> <p>¹³Part 1 of 2. Continues on page 10.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> Repeat word or phrase to self, such as "bus" while group sings the "Wheels on the Bus" or "brush teeth" after lunch. Request items in English, such as "car," "milk," "book," "ball." Use one or two English words, sometimes joined to represent a bigger idea, such as "throwball." Use increasingly complex and varied English vocabulary. Construct sentences, such as "The apple is round," or "I see a fire truck with lights on." 	<p>LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p>LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p>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.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p>LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment.</p> <p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p>

ENGLISH LANGUAGE DEVELOPMENT

Guideline	Indicators	Every Child Ready Standard(s)
<p>2. Expressive English Language Skills: The ability to speak or use English.¹⁴</p> <p>¹⁴Part 2 of 2. Continued from page 9.</p>	<ol style="list-style-type: none"> 1. Repeat word or phrase to self, such as "bus" while group sings the "Wheels on the Bus" or "brush teeth" after lunch. 2. Request items in English, such as "car," "milk," "book," "ball." 3. Use one or two English words, sometimes joined to represent a bigger idea, such as "throwball." 4. Use increasingly complex and varied English vocabulary. 5. Construct sentences, such as "The apple is round," or "I see a fire truck with lights on." <p>Children may . . .</p> <ol style="list-style-type: none"> 1. Demonstrate eagerness to participate in songs, rhymes, and stories in English. 2. Point to pictures and says the word in English, such as "frog," "baby," "run." 3. Learn part of a song or poem in English and repeat it. 4. Talk with peers or adults about a story read in English. 5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience. 	<p>LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.</p> <p>LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball").</p> <p>LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p> <p>LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball").</p> <p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p>
<p>3. Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.¹⁵</p> <p>¹⁵Part 1 of 2. Continues on page 11.</p>		<p>LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).</p> <p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____."</p> <p>LL-NC.3.AA Joins in acting out a book as it's read aloud.</p> <p>LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>LL-NC.3.E With prompting and support, retells familiar stories, including key details.</p> <p>LL-NC.4.AA Says or reenacts one event in a personal narrative by using at least one word.</p> <p>LL-NC.4.A Describes or reenacts one event in a personal narrative using a simple phrase.</p>

ENGLISH LANGUAGE DEVELOPMENT

Guideline	Indicators	Every Child Ready Standard(s)
<p>3. Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.¹⁶</p> <p>¹⁶Part 2 of 2. Continued from page 10.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Demonstrate eagerness to participate in songs, rhymes, and stories in English. 2. Point to pictures and says the word in English, such as "frog," "baby," "run." 3. Learn part of a song or poem in English and repeat it. 4. Talk with peers or adults about a story read in English. 5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience. 	<p>LL-NC.4.B Tells a two-event personal narrative using simple phrases.</p> <p>LL-NC.4.C Constructs a personal narrative with three or more events which may be out of order and include omissions or deviations to other topics.</p> <p>LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p> <p>LL-NC.4.E Constructs a personal narrative with three or more events in coherent sequence, adding simple details.</p>

LANGUAGE DEVELOPMENT

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Attending and Understanding: The ability to comprehend or understand language.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Attend to language during conversations, songs, stories, or other learning experiences.* 2. Comprehend increasingly complex and varied vocabulary.* 3. Comprehend different forms of language, such as questions or exclamations.* 4. Follow two- to three-step directions.* 5. Comprehend different grammatical structures or rules for using language.* 	<p>ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and don't" commands).</p> <p>ATL.7.A Participates in one- to two-step inhibition games and activities.</p> <p>ATL.7.B Independently follows two- to three-step verbal adult directions.</p> <p>ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).</p> <p>LL-NC.5.AA Listens to a wide variety of informational texts read aloud.</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-NC.2.AA Responds to illustrations or photos by using at least one word.</p> <p>LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p>LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p>LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p>

LANGUAGE DEVELOPMENT

Guideline	Indicators	Every Child Ready Standard(s)
<p>2. Communicating and Speaking: The ability to use language.</p>	<p>Children may . . .</p> <ol style="list-style-type: none"> 1. Vary the amount of information provided to meet the demands of the situation. 2. Understand, follow, and use appropriate social and conversational rules. 3. Express self in increasingly long, detailed, and sophisticated ways.* 4. Participate in conversations of more than three exchanges with peers and adults.* 5. Use language to express ideas and needs.* 6. Understand the difference between a question and a statement.* 7. Practice asking questions and making statements.* 8. Speak in sentences of five or six words.* 	<p>LL-LC.5.AA Makes an attempt at using correct syntax, but drops the subject of the sentence (i.e., "Throw ball.").</p> <p>LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw.").</p> <p>LL-LC.5.B Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball.").</p> <p>LL-LC.5.C Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball.").</p> <p>LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof.").</p> <p>LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof.").</p> <p>LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p>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.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p>
<p>3. Vocabulary: The ability to use a variety of words.</p>	<p>Children may . . .</p> <ol style="list-style-type: none"> 1. Understand and use a wide variety of words for a variety of purposes.* 2. Show understanding of word categories and relationships among words 3. Use increasingly complex and varied vocabulary.* 	<p>LL-LC.3.AA Repeats or attempts to use words heard in everyday language or the environment.</p> <p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p>LL-LC.3.E Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.</p>

LITERACY KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Print and Alphabet Knowledge: The interest in books and their characteristics, and knowledge of the alphabet.¹⁷</p> <p>¹⁷Part 1 of 2. Continues on page 14.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).* 2. Identify letters of the alphabet and produce correct sounds associated with letters.* 3. Show interest in both shared reading experiences and looking at books independently.* 4. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.* 5. Recognize words as a unit of print and understand that letters are grouped to form words.* 6. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.* 7. Attend to the beginning letters and sounds in familiar words.* 8. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.* 9. Understand that print conveys meaning.* 10. Understand conventions, such as print moves from left to right and top to bottom of a page.* 11. Recognize the association between spoken or signed and written words.* 	<p>LL-BK.3.AA Identifies familiar images or logos in environmental print.</p> <p>LL-BK.3.A Demonstrates understanding that print has meaning.</p> <p>LL-BK.3.B Distinguishes between print and images in books and in the environment.</p> <p>LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p> <p>LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.</p> <p>LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).</p> <p>LL-AK.1.AA Identifies the first letter in their name.</p> <p>LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p>LL-AK.1.B Identifies up to ten uppercase or lowercase letters.</p> <p>LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.</p> <p>LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.</p> <p>LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.</p> <p>LL-AK.2.AA Produces the first letter sound in their name with teacher support.</p> <p>LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.</p> <p>LL-BK.1.AA Requests that books be read by an adult.</p> <p>LL-BK.1.A Treats books with care.</p> <p>LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.</p> <p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>LL-BK.1.D Looks at books independently or with peers.</p>

LITERACY KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Print and Alphabet Knowledge: The interest in books and their characteristics, and knowledge of the alphabet.¹⁸</p> <p>¹⁸Part 2 of 2. Continued from page 13.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).* 2. Identify letters of the alphabet and produce correct sounds associated with letters.* 3. Show interest in both shared reading experiences and looking at books independently.* 4. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.* 5. Recognize words as a unit of print and understand that letters are grouped to form words.* 6. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.* 7. Attend to the beginning letters and sounds in familiar words.* 8. Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.* 9. Understand that print conveys meaning.* 10. Understand conventions, such as print moves from left to right and top to bottom of a page.* 11. Recognize the association between spoken or signed and written words.* 	<p>LL-BK.1.E Invites peers to look at books or asks questions about books read by peers.</p> <p>LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.</p> <p>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.</p> <p>LL-BK.2.B Uses illustrations to tell a familiar story.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p> <p>LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.</p> <p>LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.</p> <p>LL-PA.4.AA Listens to and repeats the correct beginning sounds.</p> <p>LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).</p> <p>LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).</p> <p>LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.</p>
<p>2. Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.¹⁹</p> <p>¹⁹Part 1 of 2. Continues on page 15.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Identify and discriminate between words in language.* 2. Identify and discriminate between separate syllables in words.* 3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.* 4. Recognize patterns of sounds in songs, storytelling, and poetry.* 	<p>LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words.</p> <p>LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.</p> <p>LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally.</p> <p>LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally.</p> <p>LL-PA.2.D Blends the syllables in two- to three-syllable words.</p> <p>LL-PA.2.E Blends the syllables in four-syllable words.</p>



LITERACY KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>2. Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.²⁰</p> <p>²⁰Part 2 of 2. Continued from page 14.</p>	<p>Children may ...</p> <ol style="list-style-type: none">1. Identify and discriminate between words in language.*2. Identify and discriminate between separate syllables in words.*3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.*4. Recognize patterns of sounds in songs, storytelling, and poetry.*	<p>LL-PA.4.AA Listens to and repeats the correct beginning sounds.</p> <p>LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).</p> <p>LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).</p> <p>LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.</p> <p>LL-PA.4.D Identifies the final consonant sound in one-syllable words.</p> <p>LL-PA.4.E Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can."</p> <p>LL-PA.6.AA Participates in phoneme activities with teachers.</p> <p>LL-PA.6.A Repeats an individual sound.</p> <p>LL-PA.6.B Blends a two-phoneme word with teacher support.</p> <p>LL-PA.6.C Segments a two-phoneme word.</p> <p>LL-PA.6.D Blends three phonemes in familiar CVC words.</p> <p>LL-PA.6.E Segments three phonemes in familiar CVC words to identify the individual phonemes.</p>
<p>3. Comprehension and Text Structure: The ability to understand and get meaning from stories and information from books and other texts.²¹</p> <p>²¹Part 1 of 2. Continues on page 16.</p>	<p>Children may ...</p> <ol style="list-style-type: none">1. Ask and answer questions and make comments about print materials.*2. Retell stories or information from books through conversation, artistic works, creative movement, or drama.*3. Make predictions based on illustrations.*4. Begin to identify key features of reality versus fantasy in stories, pictures, and events.*5. Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.*	<p>LL-NC.1.AA Identifies characters in a simple story.</p> <p>LL-NC.1.A Identifies and describes the main character in a story.</p> <p>LL-NC.1.B Identifies the setting in a story.</p> <p>LL-NC.1.C Identifies and answers questions about events in a story.</p> <p>LL-NC.1.D Identifies the cause and effect relationship between events in a narrative story.</p> <p>LL-NC.1.E Identifies the problem, solution, and character motivation in narrative story.</p> <p>LL-NC.2.AA Responds to illustrations or photos by using at least one word.</p> <p>LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.</p> <p>LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p>LL-NC.2.C Uses events from the book to make a prediction about what might happen next.</p> <p>LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text.</p> <p>LL-NC.2.E Makes inferences and provides explanation and reasoning for events in a text or characters' actions.</p> <p>LL-NC.3.AA Joins in acting out a book as it's read aloud.</p> <p>LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures.</p>

LITERACY KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>3. Comprehension and Text Structure: The ability to understand and get meaning from stories and information from books and other texts.²²</p> <p><i>²²Part 2 of 2. Continued from page 15.</i></p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Ask and answer questions and make comments about print materials.* 2. Retell stories or information from books through conversation, artistic works, creative movement, or drama.* 3. Make predictions based on illustrations.* 4. Begin to identify key features of reality versus fantasy in stories, pictures, and events.* 5. Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.* 	<p>LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures.</p> <p>LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures.</p> <p>LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p>LL-NC.3.E With prompting and support, retells familiar stories, including key details.</p> <p>LL-NC.5.AA Listens to a wide variety of informational texts read aloud.</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p>
<p>4. Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.²³</p> <p><i>²³Part 1 of 2. Continues on page 17.</i></p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Experiment with writing tools and materials.* 2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.* 3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.* 4. Copy, trace, or independently write letters or words.* 	<p>LL-WR.4.AA Makes any mark on paper.</p> <p>LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p>LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.</p> <p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p>

LITERACY KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>4. Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.²⁴</p> <p>²⁴Part 2 of 2. Continued from page 16.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Experiment with writing tools and materials.* 2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.* 3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.* 4. Copy, trace, or independently write letters or words.* 	<p>LL-WR.3.AA When asked to write their name, scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p>LL-WR.3.A When asked to write their name, writes letter-like forms. Makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.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.</p> <p>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.</p> <p>LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p> <p>LL-WR.1.AA Observes a shared writing experience led by a teacher.</p> <p>LL-WR.1.A Observes and nonverbally or verbally responds to a shared writing experience led by a teacher.</p> <p>LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p>LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p>LL-WR.1.D Helps lead a shared writing experience with a teacher or peers.</p> <p>LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.</p>

LOGIC & REASONING

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Reasoning and Problem-Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.²⁵</p> <p>²⁵Part 1 of 2. Continues on page 18.</p>	<ol style="list-style-type: none"> 1. Seek multiple solutions to a question, task, or problem. 2. Recognize cause and effect relationships. 3. Classify, compare, and contrast objects, events, and experiences. 4. Use past knowledge to build new knowledge. 5. Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic.* 	<p>ATL.4.D Assesses or reflects upon activity or task outcome or product.</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p>ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p>

LOGIC & REASONING

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Reasoning and Problem-Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.²⁶</p> <p>²⁶Part 2 of 2. Continued from page 17.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Seek multiple solutions to a question, task, or problem. 2. Recognize cause and effect relationships. 3. Classify, compare, and contrast objects, events, and experiences. 4. Use past knowledge to build new knowledge. 5. Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic.* 	<p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and want to return to it, or that they fell on the slide yesterday, so exercises caution today).</p> <p>ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p>ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p> <p>SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.</p>
<p>2. Symbolic Representation: The use of symbols or objects to represent something else.²⁷</p> <p>²⁷Part 1 of 2. Continues on page 19.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Represent people, places, or things through drawings, movement, and three-dimensional objects. 2. Engage in pretend play and act out roles. 3. Begin to identify key features of reality versus fantasy in stories, pictures, and events.* 	<p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p> <p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p>

LOGIC & REASONING

Guideline	Indicators	Every Child Ready Standard(s)
<p>2. Symbolic Representation: The use of symbols or objects to represent something else.²⁸</p> <p>²⁸Part 2 of 2. Continued from page 18.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Represent people, places, or things through drawings, movement, and three-dimensional objects. 2. Engage in pretend play and act out roles. 3. Begin to identify key features of reality versus fantasy in stories, pictures, and events.* 	<p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p>

MATHEMATICS KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).²⁹</p> <p>²⁹Part 1 of 2. Continues on page 20.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Count verbally or sign to at least 20.* 2. Instantly recognize, without counting, small quantities of up to five objects and say or sign the number.* 3. Say or sign the number names in order when counting, pairing one number word that corresponds with one object, up to at least 10.* 4. Use the number name of the last object counted to answer "How many?" questions for up to approximately 10 objects.* 5. Accurately count as many as five objects in a scattered configuration or out of a collection of more than five objects.* 6. Understand that each successive number name refers to a quantity that is one larger.* 7. Identify whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.* 8. Identify and use numbers related to order or position from first to fifth.* 9. Associate a number of objects with a written numeral 0–5.* 10. Recognize and, with support, write some numerals up to 10.* 	<p>M-NC.1.AA Says number words in order from 1–2 from memory.</p> <p>M-NC.1.A Says number words in order from 1–3 from memory.</p> <p>M-NC.1.B Says number words in order from 1–5 from memory.</p> <p>M-NC.1.C Says number words in order from 1–7 from memory.</p> <p>M-NC.1.D Says number words in order from 1–10 from memory.</p> <p>M-NC.1.E Says number words in order from 1–20 from memory.</p> <p>M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2.</p> <p>M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.</p> <p>M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.</p> <p>M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.</p> <p>M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.</p> <p>M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p>M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.</p>

MATHEMATICS KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).³⁰</p> <p>³⁰Part 2 of 2. Continued from page 19.</p>	<p>Children may ...</p> <ol style="list-style-type: none">1. Count verbally or sign to at least 20.*2. Instantly recognize, without counting, small quantities of up to five objects and say or sign the number.*3. Say or sign the number names in order when counting, pairing one number word that corresponds with one object, up to at least 10.*4. Use the number name of the last object counted to answer "How many?" questions for up to approximately 10 objects.*5. Accurately count as many as five objects in a scattered configuration or out of a collection of more than five objects.*6. Understand that each successive number name refers to a quantity that is one larger.*7. Identify whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.*8. Identify and use numbers related to order or position from first to fifth.*9. Associate a number of objects with a written numeral 0–5.*10. Recognize and, with support, write some numerals up to 10.*	<p>M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.</p> <p>M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.</p> <p>M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.</p> <p>M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.</p> <p>M-NC.4.C Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.</p> <p>M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.</p> <p>M-PFA.2.E Orders groups of different amounts using numerical order.</p> <p>M-NC.5.B Says the names of numerals 0–5 shown in random order.</p> <p>M-NC.5.C Says the names of numerals 0–7 shown in random order.</p> <p>M-NC.5.D Says the names of numerals 0–10 shown in random order.</p>

MATHEMATICS KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>2. Operations and Algebraic Thinking: The use of numbers to describe relationships and solve problems.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Represent addition and subtraction in different ways, such as with fingers, objects, and drawings.* 2. Solve addition and subtraction problems set in simple contexts. Add and subtract up to at least five to or from a given number to find a sum or difference up to 1.* 3. With adult assistance, begin to use counting on (adding 1 or 2, for example) from the larger number for addition.* 4. Fill in missing elements of simple patterns.* 5. Duplicate simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extend patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.* 6. Identify the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.* 	<p>M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.</p> <p>M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.</p> <p>M-NC.7.B Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.</p> <p>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.</p> <p>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.</p> <p>M-NC.7.E Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.</p> <p>M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p> <p>M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.</p> <p>M-NC.8.B Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p> <p>M-NC.8.C Counts a set of 1–7 objects. Takes objects away and counts how many are left.</p> <p>M-NC.8.D Counts a set of 1–10 objects. Takes objects away and counts how many are left.</p> <p>M-NC.8.E Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p> <p>M-PFA.3.AA Copies simple AB patterns through rhythm and movement.</p> <p>M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns.</p> <p>M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns.</p> <p>M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p>M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p> <p>M-PFA.3.E Recognizes, describes, and copies patterns that include multiple attributes (e.g., red circle, yellow circle, red square, yellow square) or repeating elements (e.g., blue-red-blue, blue-red-blue).</p>

MATHEMATICS KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>3. Measurement and Data: The understanding of attributes and relative properties of objects as related to size, capacity, and area.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Use comparative language, such as shortest, heavier, biggest, or later.* 2. Compare or order up to five objects based on their measurable attributes, such as height or weight.* 3. Measure using the same unit, such as putting together snap cubes to see how tall a book is.* 	<p>M-M.1.AA Demonstrates understanding of length terms (i.e., "longer," "shorter") using gestures or objects.</p> <p>M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.</p> <p>M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p> <p>M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p>M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p>M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p>
<p>4. Geometry and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.³¹</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Name and describe shapes in terms of length of sides, number of sides, and number of angles/corners.* 2. Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation.* 3. Analyze, compare, and sort two-and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes, such as size and shape.* 4. Compose simple shapes to form larger shapes. 5. Understand and use language related to directionality, order, and the position of objects, including up/down and in front/behind.* 6. Correctly follow directions involving their own position in space, such as "Stand up" and "Move forward."* 	<p>M-GS.1.AA Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p>M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."</p> <p>M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p>M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).</p> <p>M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes.</p> <p>M-GS.2.A Constructs any recognizable or unrecognizable shape with materials.</p> <p>M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.</p> <p>M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.</p>

MATHEMATICS KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>4. Geometry and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.³²</p> <p>³²Part 2 of 2. Continued from page 22.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Name and describe shapes in terms of length of sides, number of sides, and number of angles/corners.* 2. Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation.* 3. Analyze, compare, and sort two-and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes, such as size and shape.* 4. Compose simple shapes to form larger shapes. 5. Understand and use language related to directionality, order, and the position of objects, including up/down and in front/behind.* 6. Correctly follow directions involving their own position in space, such as "Stand up" and "Move forward."* 	<p>M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.</p> <p>M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.</p> <p>M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.</p> <p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards").</p> <p>M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p>

SCIENCE KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Scientific Inquiry: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.³³</p> <p>³³Part 1 of 2. Continues on page 24.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Observe and describes observable phenomena (objects, materials, organisms, and events). 2. Engage in scientific talk. 3. Compare and categorize observable phenomena. 4. Use senses to explore the properties of objects and materials (e.g., solids, liquids).* 5. Make simple observations, predictions, explanations, and generalizations based on real-life experiences.* 6. Notice change in matter.* 7. Observe, describe and discuss properties of materials and transformation of substances.* 8. Observe and discuss common properties, differences and comparisons among objects.* 	<p>SC-SP.1.AA Uses senses to observe the environment.</p> <p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p>SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p>SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p>SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>

SCIENCE KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Scientific Inquiry: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.³⁴</p> <p>³⁴Part 2 of 2. Continued from page 23.</p>	<p>Children may . . .</p> <ol style="list-style-type: none"> 1. Observe and describes observable phenomena (objects, materials, organisms, and events). 2. Engage in scientific talk. 3. Compare and categorize observable phenomena. 4. Use senses to explore the properties of objects and materials (e.g., solids, liquids).* 5. Make simple observations, predictions, explanations, and generalizations based on real-life experiences.* 6. Notice change in matter.* 7. Observe, describe and discuss properties of materials and transformation of substances.* 8. Observe and discuss common properties, differences and comparisons among objects.* 	<p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-P.3.AA Recognizes and explores water in its liquid form.</p> <p>SC-P.3.A Recognizes and explores water in its liquid and solid forms.</p> <p>SC-P.3.B Recognizes and explores water in its liquid, solid, and gas forms.</p> <p>SC-P.3.C Explains water in its three forms, such as how ice is frozen water.</p>
<p>2. Reasoning and Problem Solving: Gathering information to make predictions, conduct investigations and experiments, draw conclusions, and analyze and communicate results.</p>	<p>Children may . . .</p> <ol style="list-style-type: none"> 1. Ask a question, gather information, and make predictions. 2. Plan and conduct investigations and experiments. 3. Analyze results, draw conclusions, and communicate results. 	<p>SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p>SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.</p> <p>SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p> <p>SC-SP.1.E With teacher guidance, uses formulated science-oriented questions to plan simple explorations or experiments.</p> <p>SC-SP.3.AA Observes teacher recording of common scientific observations and data.</p> <p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p> <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.</p> <p>SC-SP.3.C Draws conclusions on prior knowledge and recorded information.</p> <p>SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p>SC-SP.3.E Makes recommendations based on observations and conclusions.</p>

SCIENCE KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>3. Life Science: Make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Observe, describe and discuss living things and natural processes.* 2. Observe similarities and differences in the needs of living things.* 3. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air and light.* 4. Ask and pursue questions through simple investigations and observations of living things.* 5. Collect, describe, and record information about living things through discussion, drawings, graphs, technology and charts.* 6. Identify differences between living and nonliving things.* 7. Identify the common needs such as food, air and water of familiar living things.* 8. Predict, explain and infer patterns based on observations and representations of living things, their needs and life cycles.* 9. Observe and document changes in living things over time using different modalities such as drawing, dramatization, describing or using technology.* 10. Recognize that plants and animals grow and change.* 	<p>SC-LES.4.AA Points to and observes animals in the environment.</p> <p>SC-LES.4.A Identifies various animals.</p> <p>SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p>SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.</p> <p>SC-LES.4.D Observes and describes habitats and life cycles.</p> <p>SC-LES.4.E Describes and discusses the relationship between humans and animals.</p> <p>SC-LES.5.AA Points to and observes plants in the environment.</p> <p>SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on.</p> <p>SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants.</p> <p>SC-LES.5.C Identifies that plants are living and describes the needs of plants.</p> <p>SC-LES.5.D Observes and describes plant habitats and life cycles.</p> <p>SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.</p> <p>SC-LES.1.AA Notices and looks at the natural world around them.</p> <p>SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves.</p> <p>SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things</p> <p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p> <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.</p> <p>SC-SP.3.C Draws conclusions on prior knowledge and recorded information.</p>

APPROACHES TO LEARNING

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Initiative and Curiosity: An interest in varied topics and activities, a desire to learn and independence in learning.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> Engage in independent activities. Make choices and communicate these to adults and other children. Independently identify and seek things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity. Plan play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted. Ask questions and seek new information. Be willing to participate in new activities or experiences even if they are perceived as challenging. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and activities. 	<p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>ATL.3.C Asks questions and seeks clarity after attempting a challenging task.</p> <p>ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p>ATL.4.A Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p>ATL.4.B Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p>ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p>ATL.4.D Assesses or reflects upon activity or task outcome or product.</p> <p>ATL.4.E Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p> <p>SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p>
<p>2. Creativity: Creatively engaging in learning and interactions with others.³⁵</p> <p>³⁵Part 1 of 2. Continues on page 27.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> Ask questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. Approach tasks, activities, and play in ways that show creative problem solving. Use multiple means of communication to creatively express thoughts, feelings, or ideas. Engage in social and pretend play. Use imagination with materials to create stories or works of art. Use objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel. 	<p>ATL.1.AA Engages in exploratory or sensory play.</p> <p>ATL.1.A Plays simple games and copies the play of others.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p>

APPROACHES TO LEARNING

Guideline	Indicators	Every Child Ready Standard(s)
<p>2. Creativity: Creatively engaging in learning and interactions with others.³⁶</p> <p>³⁶Part 2 of 2. Continued from page 26.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Ask questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. 2. Approach tasks, activities, and play in ways that show creative problem solving. 3. Use multiple means of communication to creatively express thoughts, feelings, or ideas. 4. Engage in social and pretend play. 5. Use imagination with materials to create stories or works of art. 6. Use objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel. 	<p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p>SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p>

SOCIAL STUDIES KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. History and Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Differentiate between past, present, and future. 2. Recognize family or personal events that happened in the past. 3. Understand that how people live and what they do changes over time. 	<p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p>SOC.5.AA Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.</p> <p>SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p>SOC.5.B Begins to sequence past and present experiences using visual supports.</p> <p>SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p>SOC.5.D Describes how people and things change over time and will continue to change into the future.</p> <p>SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p>



SOCIAL STUDIES KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>2. Geography: Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.</p>	<p>Children may ...</p> <ol style="list-style-type: none">Identify aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, and land formations.Develop an awareness of the school, neighborhood, and community.	<p>SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.</p> <p>SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p> <p>SOC.4.B Recognizes and describes common geographical features within their region.</p> <p>SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p> <p>SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region.</p> <p>SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.</p> <p>SOC.2.AA Shows interest in a variety of familiar community members.</p> <p>SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p> <p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.</p> <p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p> <p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</p>
<p>3. Economics: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.</p>	<p>Children may ...</p> <ol style="list-style-type: none">Identify choices that individuals can make.Explain how individuals earn money and use it to make choices among their various wants.Recognize coins and currency as money.Identify how money is used.Discuss why we need money.Sort coins by physical attributes such as color or size.	<p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p>SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more."</p> <p>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.</p> <p>SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play.</p> <p>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.</p> <p>SOC.3.E Discusses the purpose of saving money for a future purchase.</p> <p>M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p>

SOCIAL STUDIES KNOWLEDGE & SKILLS

Guideline	Indicators	Every Child Ready Standard(s)
<p>4. Civics: Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> Understand the reasons for rules in the home and classroom and for laws in the community. Show interest in interacting with and developing relationships with others. Recognize that everyone has rights and responsibilities within a group. Demonstrate self-regulated behaviors and fairness in resolving conflicts. 	<p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p> <p>SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p>SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p>ATL.7.C Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p>

CREATIVE ARTS EXPRESSION (DANCE)

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Movement: The use of the body to move to music and express oneself.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> Safely practice simple locomotor and non-locomotor movements. Explore movement in time and space using shape, size, level, direction, stillness and transference of weight (stepping). Explore movement to encourage (kinesthetic) body awareness. Explore simple phrases of movement to experience rhythm, clapping and moving to music in relationship to others. 	<p>C-ARTS.1.AA Moves body spontaneously to music.</p> <p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others.</p> <p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others.</p> <p>C-ARTS.1.C Creates short dances or movement sequences.</p> <p>C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others.</p> <p>C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</p>

CREATIVE ARTS EXPRESSION (DANCE)

Guideline	Indicators	Every Child Ready Standard(s)
2. Create, Compose, and Choreograph: Using the dance elements of space, time, and energy to explore, improvise, and develop movement phrases, sequences and dances.	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Create movements in response to sensory ideas (e.g., textures, colors, smells) and images from nature. 2. Move to express different feelings in personal and general space. 3. Explore movement while moving with objects (e.g., scarves, feathers, balls). 4. Transfer same movements to different body parts and use repetition. 	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. 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.
3. Historical and Cultural Context: Understanding the global and cultural relevance of dance.	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Explore how dance expresses ideas and emotions. 2. Explore occasions for dance across different cultures. 3. Explore shapes, levels and patterns in a dance, and describe the actions. 	C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.5.C Recognizes and discusses differences in artistic creations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
4. Reflect, Connect, and Respond: Reflecting upon dance, connecting it with other disciplines, responding to it to discuss and analyze dance as art.	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Experience the joy of seeing and responding to dance. 2. Demonstrate movement to express emotion. 3. Express what is seen and felt in a movement with different tempos, rhythms and genres. 4. View a performance with attention. 5. Describe a dance in their own words. 6. Show their favorite dance move to the performers or each other. 	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. 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.

CREATIVE ARTS EXPRESSION (DRAMA AND THEATER ARTS)

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Create: Creating and forming theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Create characters and environments using imagination and background knowledge through dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 2. Generate multiple representations of a single object in a variety of dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 3. Communicate ideas through actions and words using imagination and background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 4. Investigate story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.). 5. Apply personal experiences to a story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 	<p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p>ATL.1.AA Engages in exploratory or sensory play.</p> <p>ATL.1.A Plays simple games and copies the play of others.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p>
<p>2. Perform: Expressing the human experience in story, movement, speech, and staging for an intended audience.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Make appropriate character reactions that connect the environment or cultures of the story using imagination or background knowledge in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 2. Create characters using body and voice in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 3. Explore and experiment with various design or technical elements in dramatic play or a guided drama experience. 4. Interpret character choices and emotions using voice and body in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.). 	<p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p>C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p>

CREATIVE ARTS EXPRESSION (DRAMA AND THEATER ARTS)

Guideline	Indicators	Every Child Ready Standard(s)
<p>3. Respond: Responding to the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Recall an emotional response in dramatic play or a guided drama experience. 2. Reflect on choices in a dramatic play and guided drama experiences. 3. Name and describe characters in a dramatic play or a guided drama. 4. Recognize artistic choices. 5. Identify and connect stories and cultural experiences that are similar to one another in dramatic play or a guided drama experience. 	<p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>

CREATIVE ARTS EXPRESSION (MUSIC)

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Music Expression: The use of voice and instruments to create sounds.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Use voices expressively when speaking, chanting, and singing. 2. Perform through multiple modalities a variety of simple songs and singing games alone and with others. 3. Use voice and/or instruments to enhance familiar songs or chants. 4. Respond to rhythmic patterns and elements of music using expressive movement. 5. Apply teacher feedback for progress of musical practice and experience. 	<p>C-ARTS.4.AA Listens to a variety of music.</p> <p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.4.E Creates and performs original music or songs for others.</p>
<p>2. Creation of Music: Compose, improvise, and arrange sounds and musical ideas to communicate purposeful intent.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Improvise sound effects to accompany play activities. 2. Use improvised movement to demonstrate musical awareness. 	<p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p>

CREATIVE ARTS EXPRESSION (MUSIC)

Guideline	Indicators	Every Child Ready Standard(s)
<p>3. Theory of Music: Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Use individual means to respond to rhythm. 2. Use individual means to respond to pitch. 3. Use individual means to respond to dynamics. 4. Use individual means to respond to form. 5. Use invented symbols to represent musical sounds and ideas. 6. Use personal communication to describe sources of sound. 7. Use individual means to respond to dynamics and tempo. 8. Recognize a wide variety of sounds and sound sources. 	<p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.4.E Creates and performs original music or songs for others.</p> <p>C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p>
<p>4. Aesthetic Valuation of Music: Evaluate and respond to music using criteria to make informed musical decisions.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Move, sing, or describe to show preference for styles of music. 2. Discuss feelings in response to music. 3. Use individual communication to describe music. 4. Explore music from media, community, and home events. 5. Listen and respond to various musical styles, such as marches and lullabies. 6. Communicate feelings in music. 7. Express personal interests regarding why some music selections are preferred over others. 	<p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p>C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p>C-ARTS.4.E Creates and performs original music or songs for others.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p>

CREATIVE ARTS EXPRESSION (VISUAL ARTS)

Guideline	Indicators	Every Child Ready Standard(s)
<p>1. Observe and Learn to Comprehend: Identify art in daily surroundings.</p>	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Select images in materials such as but not limited to books, cartoons, computer games, and environmental print. 2. Use age-appropriate communication to describe works of art. 3. Recognize basic language of art and design in relation to daily surroundings. 	<p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p> <p>LL-BK.2.B Uses illustrations to tell a familiar story.</p> <p>LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>

CREATIVE ARTS EXPRESSION (VISUAL ARTS)

Guideline	Indicators	Every Child Ready Standard(s)
2. Envision and Critique to Reflect: Evaluate the effectiveness of what is made during the creative process.	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Explain that works of art communicate ideas and tell stories. 2. Communicate a story about a work of art. 3. Discuss one's own artistic creations and those of others. 	<p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.</p> <p>C-ARTS.5.C Recognizes and discusses differences in artistic creations.</p> <p>C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p>
3. Invent and Discover to Create: Use different skills to generate works of art for functional, expressive, conceptual, and social/cultural purposes.	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Explore the process of creating works of art at one's own pace. 2. Use art materials freely, safely, and with respect to specific environments. 3. Engage in the process of creating visual narratives from familiar stories and subject matter. 	<p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p>C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p> <p>C-ARTS.3.E Reviews their original art and makes changes to the final product.</p>
4. Relate and Connect to Transfer: Make new connections to their own environments, cultures, and stories through the process of making art.	<p>Children may ...</p> <ol style="list-style-type: none"> 1. Explain what an artist does and who an artist can be. 2. Identify some of the activities in which artists participate. 3. Identify arts materials used by artists. 	<p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>C-ARTS.5.E Interprets the art of others by describing what they see and identifying a theme.</p> <p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p>SOC.2.D Recognizes that people have different thoughts and opinions within a community.</p>



Notes





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