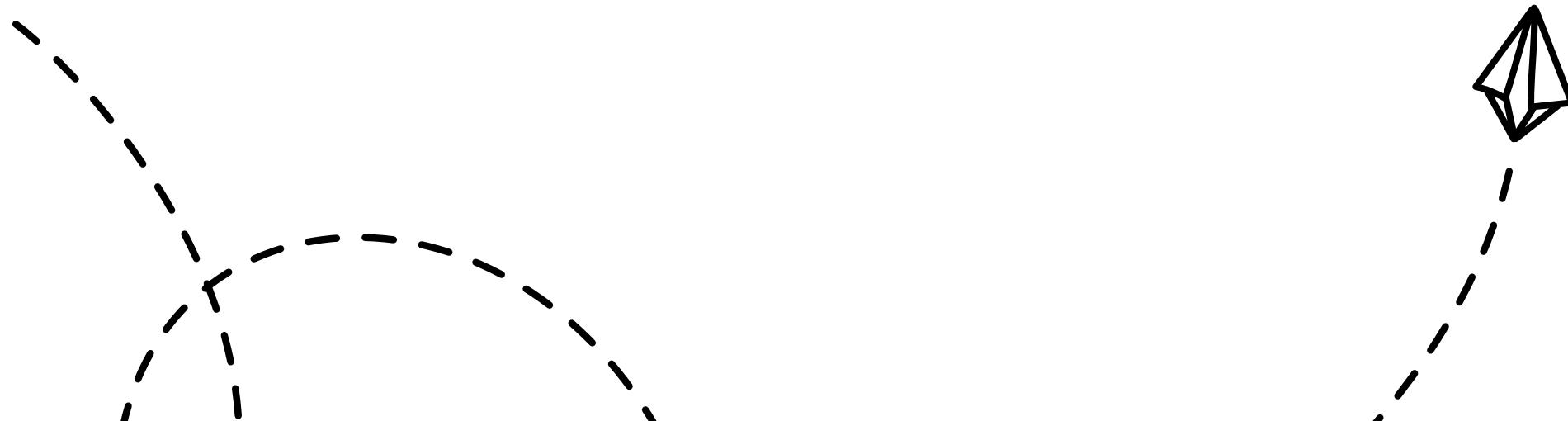


# Every Child Ready Standards & Delaware Early Learning Foundations Alignment



# **Every Child Ready Standards & Delaware Early Learning Foundations Alignment**



## DOMAIN: SOCIAL EMOTIONAL DEVELOPMENT

### SUB-DOMAIN: SELF-CONCEPT

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Show pride in achievements</li> <li>• Describe self using several basic characteristics (Ex: gender, age, ethnicity, hair color, eye color, etc.)</li> <li>• Show ability to adjust to new situations</li> <li>• Use materials in selfdirected manner</li> <li>• Demonstrate appropriate trust in adults</li> <li>• Stand up for rights</li> <li>• Make appropriate eye contact</li> <li>• Identify likes and dislikes.</li> </ul>	<p><b>SE31</b> Be with adults who are consistent, responsive, and caring</p>	<p><b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p><b>SE.7.AA</b> Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p><b>SE.6.AA</b> Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.</p> <p><b>SE.2.AA</b> Co-regulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p><b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation.</p> <p><b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>SE.1.A</b> Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p><b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p>
	<p><b>SE32</b> Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment</p>	<p><b>SE.6.AA</b> Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.</p> <p><b>ATL.8.AA</b> Self-selects toy, activity, or Center to engage in when provided with choices.</p> <p><b>ATL.8.A</b> With one to one adult support, completes steps of a simple task or project (two to three steps).</p> <p><b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p> <p><b>ATL.8.E</b> Plans simple steps for future activity goal.</p> <p><b>ATL.9.C</b> Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p><b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p><b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.</p>

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	<p><b>SE34</b> Assume a role in determining how they will learn</p>	<p><b>ATL.8.AA</b> Self-selects toy, activity, or Center to engage in when provided with choices.</p> <p><b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p><b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p> <p><b>ATL.9.C</b> Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p>

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	<p><b>SE36</b> Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways</p>	<p><b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>SOC.1.A</b> Understands family relationships in relation to self.</p> <p><b>SOC.1.B</b> Discusses the activities or celebrations that their family does together.</p> <p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p><b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p>

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## DOMAIN: SOCIAL EMOTIONAL DEVELOPMENT

### SUB-DOMAIN: SELF-REGULATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Recognize and label feelings in self and others</li> <li>• Increasingly express feelings through appropriate gestures, actions, and language</li> <li>• Avoid common dangers</li> <li>• Demonstrate appropriate use of toys</li> <li>• Show some creativity in the use of toys</li> <li>• Follow routines</li> <li>• Adapt to changes in daily routines</li> <li>• Answer questions related to safety</li> <li>• Use thinking skills to resolve conflicts</li> <li>• Respect and care for environment and materials</li> <li>• Demonstrate some self-direction and independence</li> <li>• Follow rules</li> <li>• Associate emotions with words and facial expressions</li> <li>• Stop actions when necessary</li> </ul>	<p><b>SE38</b> Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)</p>	<p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p><b>SE.1.A</b> Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p><b>SE.1.B</b> With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.</p> <p><b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p><b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions.</p> <p><b>SE.1.E</b> Identifies that they can have different emotions about the same situation.</p> <p><b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions.</p> <p><b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>
	<p><b>SE39</b> Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)</p>	<p><b>SE.1.A</b> 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><b>SE.1.B</b> With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.</p> <p><b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p><b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions.</p> <p><b>SE.1.E</b> Identifies that they can have different emotions about the same situation.</p> <p><b>SE.4.B</b> With adult prompts, compares their own characteristics and emotions to those of others.</p> <p><b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p>

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	<p><b>SE41</b> Begin to understand that actions have consequences</p>	<p><b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.  <b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task.  <b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.  <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.  <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p>
	<p><b>SE42</b> Follow simple rules and routines with minimal help</p>	<p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.  <b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders.  <b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.  <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).  <b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance.  <b>PD.6.A</b> With teacher guidance, follows safety procedures.</p>

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	<b>SE44</b> Complete activities that he/she has started	<b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task. <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. <b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. <b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. <b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.

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	<p><b>SE46</b> Attempt to solve problems in a positive manner</p>	<p><b>SE.7.AA</b> Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.  <b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.  <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.  <b>SE.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).  <b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).  <b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.</p>

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### SUB-DOMAIN: SOCIAL RELATIONSHIPS AND COOPERATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Play well with other children</li><li>• Recognize feelings of others and respond appropriately</li><li>• Share and respect rights of others</li><li>• Work collaboratively toward goals with peers</li><li>• Enjoy interacting with peers as well as with adults</li><li>• Label feelings of peers and respond to them</li><li>• Play group games with other children without constant adult supervision</li><li>• Listen to peers and discuss ideas or observations, including verbalizing solutions to problems</li><li>• Demonstrate understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play</li><li>• Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts at first with adult support</li><li>• Begin to demonstrate ability to give and take during peer interactions by helping, sharing, and discussing with peers</li><li>• Demonstrate ability to take turns in games or using materials</li><li>• Manage emotions during conflicts</li><li>• Assert self in socially acceptable ways</li></ul>	<p><b>SE47</b> Develop trust in familiar adults and close peers</p> <p><b>SE48</b> Receive guidance, support and directions from a range of familiar adults</p>	<p><b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p><b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation.</p> <p><b>SE.7.AA</b> Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p> <p><b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.</p> <p><b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p><b>ATL.8.A</b> With one to one adult support, completes steps of a simple task or project (two to three steps).</p> <p><b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project.</p> <p><b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</p> <p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p>

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<ul style="list-style-type: none"> <li>• Play well with other children</li> <li>• Recognize feelings of others and respond appropriately</li> <li>• Share and respect rights of others</li> <li>• Work collaboratively toward goals with peers</li> <li>• Enjoy interacting with peers as well as with adults</li> <li>• Label feelings of peers and respond to them</li> <li>• Play group games with other children without constant adult supervision</li> <li>• Listen to peers and discuss ideas or observations, including verbalizing solutions to problems</li> <li>• Demonstrate understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play</li> <li>• Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts at first with adult support</li> <li>• Begin to demonstrate ability to give and take during peer interactions by helping, sharing, and discussing with peers</li> <li>• Demonstrate ability to take turns in games or using materials</li> <li>• Manage emotions during conflicts</li> <li>• Assert self in socially acceptable ways</li> </ul>	<p><b>SE49</b> Develop and maintain friendships with peers</p>	<p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).  <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).  <b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).  <b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).  <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.  <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>
	<p><b>SE50</b> Develop awareness of other's perspectives and gain an understanding of how their actions impact those around them</p>	<p><b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.  <b>SE.1.E</b> Identifies that they can have different emotions about the same situation.  <b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.  <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p>
	<p><b>SE51</b> Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)</p>	<p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).  <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).  <b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).  <b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).  <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p>

## DOMAIN: SOCIAL EMOTIONAL DEVELOPMENT

### SUB-DOMAIN: SOCIAL RELATIONSHIPS AND COOPERATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Play well with other children</li> <li>• Recognize feelings of others and respond appropriately</li> <li>• Share and respect rights of others</li> <li>• Work collaboratively toward goals with peers</li> <li>• Enjoy interacting with peers as well as with adults</li> <li>• Label feelings of peers and respond to them</li> <li>• Play group games with other children without constant adult supervision</li> <li>• Listen to peers and discuss ideas or observations, including verbalizing solutions to problems</li> <li>• Demonstrate understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play</li> <li>• Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts at first with adult support</li> <li>• Begin to demonstrate ability to give and take during peer interactions by helping, sharing, and discussing with peers</li> <li>• Demonstrate ability to take turns in games or using materials</li> <li>• Manage emotions during conflicts</li> <li>• Assert self in socially acceptable ways</li> </ul>	<p><b>SE52</b> Develop ability to initiate and sustain play with peers</p>	<p><b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p>
	<p><b>SE53</b> Be a helpful member of a group or household sharing tasks or chores</p>	<p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SOC.2.B</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><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>PD.4.D</b> Independently completes self-care and hygiene routines.</p>

## DOMAIN: SOCIAL EMOTIONAL DEVELOPMENT

### SUB-DOMAIN: SOCIAL RELATIONSHIPS AND COOPERATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Play well with other children</li><li>• Recognize feelings of others and respond appropriately</li><li>• Share and respect rights of others</li><li>• Work collaboratively toward goals with peers</li><li>• Enjoy interacting with peers as well as with adults</li><li>• Label feelings of peers and respond to them</li><li>• Play group games with other children without constant adult supervision</li><li>• Listen to peers and discuss ideas or observations, including verbalizing solutions to problems</li><li>• Demonstrate understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play</li><li>• Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts at first with adult support</li><li>• Begin to demonstrate ability to give and take during peer interactions by helping, sharing, and discussing with peers</li><li>• Demonstrate ability to take turns in games or using materials</li><li>• Manage emotions during conflicts</li><li>• Assert self in socially acceptable ways</li></ul>	<p><b>SE54</b> Develop turn taking and negotiation skills</p>	<p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p>

## DOMAIN: APPROACHES TO LEARNING

### SUB-DOMAIN: INITIATIVE AND CURIOSITY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Independently choose to participate and play in available centers</li> <li>Select new and different materials</li> <li>Volunteer to share new ideas and experiences</li> <li>Initiate movement and play</li> </ul>	<p><b>AL31</b> Participate in a variety of tasks and activities using all five senses</p>	<p><b>SC-SP.1.AA</b> Uses senses to observe the environment.  <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.  <b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather.  <b>SC-P.1.AA</b> Uses senses to explore the colors and textures of materials and objects in the environment.  <b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.  <b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.  <b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes.</p>
	<p><b>AL32</b> Make independent choices during play and throughout the daily routine</p>	<p><b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).  <b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.  <b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.  <b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.  <b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions.  <b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.  <b>ATL.8.D</b> Creates and follows through with simple plans independently.  <b>ATL.8.E</b> Plans simple steps for future activity goal.  <b>ATL.9.C</b> Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return to it, or that they fell on the slide yesterday, so exercises caution today).  <b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>

## DOMAIN: APPROACHES TO LEARNING

### SUB-DOMAIN: INITIATIVE AND CURIOSITY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Independently choose to participate and play in available centers</li><li>• Select new and different materials</li><li>• Volunteer to share new ideas and experiences</li><li>• Initiate movement and play</li></ul>	<p><b>AL33</b> Approach tasks and activities with flexibility, imagination, inventiveness, and confidence</p>	<p><b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders.</p> <p><b>ATL.5.B</b> Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p><b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p>
	<p><b>AL34</b> Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks</p>	<p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p> <p><b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p><b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.</p>

## DOMAIN: APPROACHES TO LEARNING

### SUB-DOMAIN: ENGAGEMENT AND PERSISTENCE

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Initiate, follow through, and complete activities and projects</li> <li>• Assign roles when engaged in dramatic play scenarios</li> <li>• Participate in activities that encourage following directions and steps to complete tasks</li> </ul>	<p><b>AL35</b> Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences</p>	<p><b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p> <p><b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p><b>ATL.6.C</b> Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).</p> <p><b>ATL.6.D</b> Refocuses attention to independent or group activity after minor distraction.</p> <p><b>ATL.6.E</b> Attends to activities or peer engagement for extended periods of time (30+ minutes).</p>
	<p><b>AL36</b> Begin to develop and follow through with plan for play and other activities</p>	<p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p><b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p> <p><b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p>

## DOMAIN: APPROACHES TO LEARNING

### SUB-DOMAIN: ENGAGEMENT AND PERSISTENCE

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Initiate, follow through, and complete activities and projects</li><li>• Assign roles when engaged in dramatic play scenarios</li><li>• Participate in activities that encourage following directions and steps to complete tasks</li></ul>	<p><b>AL37</b> Begin to demonstrate the ability to follow a sequence of steps to create a finished project</p>	<p><b>ATL.8.A</b> With one to one adult support, completes steps of a simple task or project (two to three steps).</p> <p><b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project.</p> <p><b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p> <p><b>ATL.8.E</b> Plans simple steps for future activity goal.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p><b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.</p>

## DOMAIN: APPROACHES TO LEARNING

### SUB-DOMAIN: REASONING AND PROBLEM SOLVING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Make predictions of outcomes in stories and answer "What if?" questions</li><li>• Engage in problem solving in variety of developmental areas</li><li>• Describe and explain different ways to solve problems</li><li>• Demonstrate awareness of ways to get help in solving problems</li></ul>	<p><b>AL38</b> Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults</p>	<p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p><b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p>

## DOMAIN: APPROACHES TO LEARNING

### SUB-DOMAIN: REASONING AND PROBLEM SOLVING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Make predictions of outcomes in stories and answer "What if?" questions</li><li>• Engage in problem solving in variety of developmental areas</li><li>• Describe and explain different ways to solve problems</li><li>• Demonstrate awareness of ways to get help in solving problems</li></ul>	<p><b>AL39</b> Develop the ability to classify, compare, and contrast objects, events, and experiences</p>	<p><b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p> <p><b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.</p> <p><b>SC-LES.2.C</b> Compares and contrasts the different seasons.</p> <p><b>SC-LES.3.D</b> Compares and contrasts Earth and space, such as people can breathe on Earth but not in space.</p> <p><b>SC-P.4.E</b> Compares and contrasts how different factors change the motion of objects.</p> <p><b>M-DAP.1.B</b> Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.</p> <p><b>M-DAP.2.C</b> Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).</p> <p><b>M-DAP.2.D</b> Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.</p> <p><b>SE.4.B</b> With adult prompts, compares their own characteristics and emotions to those of others.</p> <p><b>M-DAP.2.A</b> Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).</p> <p><b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.</p>

## DOMAIN: APPROACHES TO LEARNING

### SUB-DOMAIN: REASONING AND PROBLEM SOLVING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Make predictions of outcomes in stories and answer "What if?" questions</li> <li>• Engage in problem solving in variety of developmental areas</li> <li>• Describe and explain different ways to solve problems</li> <li>• Demonstrate awareness of ways to get help in solving problems</li> </ul>	<p><b>AL40</b> Demonstrate the ability to sequence events</p>	<p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p> <p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>M-M.2.A</b> Sequences up to two to four steps in a familiar daily routine.</p> <p><b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.</p> <p><b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence.</p>
	<p><b>AL41</b> Begin to develop the ability to explain and demonstrate strategies to solve problems</p>	<p><b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p><b>SE.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p><b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p> <p><b>ATL.9.D</b> With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p><b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: RECEPTIVE COMMUNICATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Look at or point to objects when named</li> <li>• Go to a specific center area and explore a specific item, when asked</li> <li>• Follow directions to string red-colored beads, blue-colored beads, and yellow-colored beads in sequence</li> <li>• Act out characters in story read aloud or signed</li> <li>• Listen to a story and respond to questions (Ex: "What color was the wagon? What might the farmer be thinking?")</li> <li>• Sit and attend to activity or story</li> </ul>	<p><b>LL31</b> Respond to their names, requests for action, or information</p>	<p><b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions.  <b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects.  <b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.  <b>SE.3.AA</b> Responds to own name.  <b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).  <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.  <b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves.</p>
	<p><b>LL32</b> Develop listening, watching, attention, and comprehension skills</p>	<p><b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories.  <b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes).  <b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes).  <b>ATL.6.C</b> Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).  <b>ATL.6.D</b> Refocuses attention to independent or group activity after minor distraction.  <b>ATL.6.E</b> Attends to activities or peer engagement for extended periods of time (30+ minutes).  <b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud.</p>
	<p><b>LL33</b> Follow two- or three-step directions</p>	<p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.  <b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.  <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: RECEPTIVE COMMUNICATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Look at or point to objects when named</li><li>• Go to a specific center area and explore a specific item, when asked</li><li>• Follow directions to string red-colored beads, blue-colored beads, and yellow-colored beads in sequence</li><li>• Act out characters in story read aloud or signed</li><li>• Listen to a story and respond to questions (Ex: "What color was the wagon? What might the farmer be thinking?")</li><li>• Sit and attend to activity or story</li></ul>	<p><b>LL34</b> Identify particular sounds in the environment through different media</p>	<p><b>LL-PA.3.AA</b> Imitates common sounds like a duck (quack, quack) or train (choo, choo).</p> <p><b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p><b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-SP.1.AA</b> Uses senses to observe the environment.</p> <p><b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p>
	<p><b>LL35</b> Respond to questions</p>	<p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: RECEPTIVE COMMUNICATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Look at or point to objects when named</li><li>• Go to a specific center area and explore a specific item, when asked</li><li>• Follow directions to string red-colored beads, blue-colored beads, and yellow-colored beads in sequence</li><li>• Act out characters in story read aloud or signed</li><li>• Listen to a story and respond to questions (Ex: "What color was the wagon? What might the farmer be thinking?")</li><li>• Sit and attend to activity or story</li></ul>	<p><b>LL36</b> Increase vocabulary to include prepositions and basic concepts</p>	<p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p><b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p><b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment.</p> <p><b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EXPRESSIVE COMMUNICATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Ask to join play group or share materials</li> <li>Make up nonsense words</li> <li>Play with ASL signs and hand shapes</li> <li>Identify objects, people, and actions from pictures</li> <li>Respond to questions</li> <li>Describe what he/she did during the previous day</li> <li>Describe ideas</li> <li>Express feelings, needs, and wants</li> <li>Recall details in a story</li> <li>Use new vocabulary words</li> <li>Communicate when information is not understood</li> <li>Describe daily events and experiences</li> <li>Engage in extended and meaningful verbal and nonverbal exchange with others</li> <li>Ask questions what when, where, why, and who</li> </ul>	<p><b>LL37</b> Be aware that people communicate in a variety of ways (verbal and non-verbal)</p>	<p><b>LL-LC.4.AA</b> Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p><b>LL-LC.4.A</b> Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p><b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p><b>LL-LC.4.E</b> Modifies conversations based on the context or listener.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p>
	<p><b>LL38</b> Communicate so they will be understood by peers and adults</p>	<p><b>LL-LC.4.E</b> Modifies conversations based on the context or listener.</p> <p><b>LL-LC.4.AA</b> Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p><b>LL-LC.4.A</b> Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p><b>LL-LC.5.A</b> Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw").</p> <p><b>LL-LC.5.D</b> Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof").</p> <p><b>LL-LC.5.E</b> Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EXPRESSIVE COMMUNICATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Ask to join play group or share materials</li> <li>Make up nonsense words</li> <li>Play with ASL signs and hand shapes</li> <li>Identify objects, people, and actions from pictures</li> <li>Respond to questions</li> <li>Describe what he/she did during the previous day</li> <li>Describe ideas</li> <li>Express feelings, needs, and wants</li> <li>Recall details in a story</li> <li>Use new vocabulary words</li> <li>Communicate when information is not understood</li> <li>Describe daily events and experiences</li> <li>Engage in extended and meaningful verbal and nonverbal exchange with others</li> <li>Ask questions what when, where, why, and who</li> </ul>	<p><b>LL39</b> Play with language such as rhyming</p>	<p><b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p><b>LL-PA.3.B</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><b>LL-PA.3.C</b> Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"</p> <p><b>LL-PA.3.D</b> Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."</p> <p><b>LL-PA.3.E</b> Identifies rhyming words from groups of two to three words when given one rhyming word.</p> <p><b>LL-PA.2.A</b> Repeats multisyllabic words or participates in games and word play involving multisyllabic words.</p> <p><b>LL-PA.5.AA</b> Participates in onset-rime activities with teachers.</p> <p><b>LL-PA.6.AA</b> Participates in phoneme activities with teachers.</p> <p><b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories.</p>
	<p><b>LL40</b> Use language to enter play situation</p>	<p><b>LL-LC.4.A</b> Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p><b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p><b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p><b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EXPRESSIVE COMMUNICATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Ask to join play group or share materials</li> <li>Make up nonsense words</li> <li>Play with ASL signs and hand shapes</li> <li>Identify objects, people, and actions from pictures</li> <li>Respond to questions</li> <li>Describe what he/she did during the previous day</li> <li>Describe ideas</li> <li>Express feelings, needs, and wants</li> <li>Recall details in a story</li> <li>Use new vocabulary words</li> <li>Communicate when information is not understood</li> <li>Describe daily events and experiences</li> <li>Engage in extended and meaningful verbal and nonverbal exchange with others</li> <li>Ask questions what when, where, why, and who</li> </ul>	<b>LL41</b> Participate in turn taking conversations	<b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. <b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.
	<b>LL42</b> Dictate a story to an adult	<b>LL-NC.4.AA</b> Says or reenacts one event in a personal narrative by using at least one word. <b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase. <b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases. <b>LL-NC.4.C</b> Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics. <b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence. <b>LL-NC.4.E</b> Constructs a personal narrative with three or more events in coherent sequence, adding simple details.
	<b>LL43</b> Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or American Sign Language (ASL) grammatical features	<b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. <b>LL-LC.2.C</b> Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). <b>LL-LC.5.B</b> Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). <b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). <b>LL-LC.5.D</b> Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). <b>LL-LC.5.E</b> Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EXPRESSIVE COMMUNICATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Ask to join play group or share materials</li> <li>Make up nonsense words</li> <li>Play with ASL signs and hand shapes</li> <li>Identify objects, people, and actions from pictures</li> <li>Respond to questions</li> <li>Describe what he/she did during the previous day</li> <li>Describe ideas</li> <li>Express feelings, needs, and wants</li> <li>Recall details in a story</li> <li>Use new vocabulary words</li> <li>Communicate when information is not understood</li> <li>Describe daily events and experiences</li> <li>Engage in extended and meaningful verbal and nonverbal exchange with others</li> <li>Ask questions what when, where, why, and who</li> </ul>	<b>LL44</b> Use volume and tone or ASL facial grammar appropriate to the situation	<b>LL-LC.4.E</b> Modifies conversations based on the context or listener. <b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.
	<b>LL45</b> Respond appropriately to messages in conversation	<b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. <b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.
	<b>LL46</b> Express emotions through language	<b>SE.1.AA</b> Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. <b>SE.1.A</b> Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression. <b>SE.1.B</b> With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. <b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. <b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions. <b>SE.1.E</b> Identifies that they can have different emotions about the same situation. <b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions. <b>LL-LC.2.AA</b> Verbally labels familiar objects, body parts, people, or emotions using one-word responses. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EXPRESSIVE COMMUNICATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Ask to join play group or share materials</li> <li>Make up nonsense words</li> <li>Play with ASL signs and hand shapes</li> <li>Identify objects, people, and actions from pictures</li> <li>Respond to questions</li> <li>Describe what he/she did during the previous day</li> <li>Describe ideas</li> <li>Express feelings, needs, and wants</li> <li>Recall details in a story</li> <li>Use new vocabulary words</li> <li>Communicate when information is not understood</li> <li>Describe daily events and experiences</li> <li>Engage in extended and meaningful verbal and nonverbal exchange with others</li> <li>Ask questions what when, where, why, and who</li> </ul>	<p><b>LL47</b> Use language appropriately during play situations</p>	<p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p>
	<p><b>LL48</b> Experiment with patterns in words</p>	<p><b>LL-PA.2.A</b> Repeats multisyllabic words or participates in games and word play involving multisyllabic words.</p> <p><b>LL-PA.5.A</b> Repeats a list of three CVC words that have the same rime.</p> <p><b>LL-PA.5.B</b> Isolates the onset of CVC words.</p> <p><b>LL-PA.5.C</b> Isolates the rime of CVC words.</p> <p><b>LL-PA.5.D</b> Blends onset-rimes to form familiar CVC words.</p> <p><b>LL-PA.5.E</b> Segments onset-rimes in familiar CVC words.</p> <p><b>LL-PA.6.C</b> Segments a two-phoneme word.</p> <p><b>LL-PA.6.D</b> Blends three phonemes in familiar CVC words.</p> <p><b>LL-PA.6.E</b> Segments three phonemes in familiar CVC words to identify the individual phonemes.</p> <p><b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EMERGENT READING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Pick up a book and look through it</li> <li>• Say aloud/sign names of pictures seen on classroom wall, books, or other media</li> <li>• Request favorite stories or books</li> <li>• Recognize own name in various places</li> <li>• Open book and flip through pages front to back</li> <li>• Identify pictures or objects with same beginning sounds or letters</li> <li>• Point to an upper-case letter</li> <li>• Name some upper-case letters</li> <li>• Recognize and say words that begin with same sounds</li> <li>• Stomp words in a sentence</li> <li>• Clap syllables in words</li> </ul>	<p><b>LL49</b> Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities</p>	<p><b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.  <b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.  <b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud.  <b>LL-BK.1.D</b> Looks at books independently or with peers.  <b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."  <b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories.  <b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.  <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p>
	<p><b>LL50</b> Show increasing awareness of print, familiar signs, labels, and symbols</p>	<p><b>LL-BK.3.AA</b> Identifies familiar images or logos in environmental print.  <b>LL-BK.3.A</b> Demonstrates understanding that print has meaning.  <b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment.  <b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.  <b>LL-BK.3.D</b> Points to one word and one letter in an unfamiliar text or around the room.  <b>LL-BK.3.E</b> Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).</p>
	<p><b>LL51</b> Identify and name letters of the alphabet</p>	<p><b>LL-AK.1.AA</b> Identifies the first letter in their name.  <b>LL-AK.1.A</b> Identifies up to five uppercase or lowercase letters. Some letters may be in own name.  <b>LL-AK.1.B</b> Identifies up to ten uppercase or lowercase letters.  <b>LL-AK.1.C</b> Identifies up to 20 uppercase or lowercase letters.  <b>LL-AK.1.D</b> Identifies up to 30 uppercase or lowercase letters.  <b>LL-AK.1.E</b> Identifies all 26 uppercase and lowercase letters in random order.</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EMERGENT READING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Pick up a book and look through it</li> <li>• Say aloud/sign names of pictures seen on classroom wall, books, or other media</li> <li>• Request favorite stories or books</li> <li>• Recognize own name in various places</li> <li>• Open book and flip through pages front to back</li> <li>• Identify pictures or objects with same beginning sounds or letters</li> <li>• Point to an upper-case letter</li> <li>• Name some upper-case letters</li> <li>• Recognize and say words that begin with same sounds</li> <li>• Stomp words in a sentence</li> <li>• Clap syllables in words</li> </ul>	<p><b>LL52</b> Recognize their first name in print written with the first letter in upper case followed by lower-case letters</p>	<p><b>LL-AK.1.A</b> Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p><b>LL-WR.3.D</b> Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>
	<p><b>LL53</b> Recognize common letter sounds at the beginning, middle, and end of words</p>	<p><b>LL-PA.4.A</b> Identifies the initial consonant sounds in familiar words (no blends and digraphs).</p> <p><b>LL-PA.4.B</b> Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).</p> <p><b>LL-PA.4.C</b> Produces words that have the same initial sound when given a consonant sound.</p> <p><b>LL-PA.4.D</b> Identifies the final consonant sound in one-syllable words.</p> <p><b>LL-PA.6.A</b> Repeats an individual sound.</p> <p><b>LL-AK.2.AA</b> Produces the first letter sound in their name with teacher support.</p> <p><b>LL-AK.2.A</b> Produces up to two letter sounds when shown uppercase or lowercase letters.</p> <p><b>LL-AK.2.B</b> Produces up to five letter sounds when shown uppercase or lowercase letters.</p> <p><b>LL-AK.2.C</b> Produces up to ten letter sounds when shown uppercase or lowercase letters.</p> <p><b>LL-AK.2.D</b> Produces up to 15 letter sounds when shown uppercase or lowercase letters.</p> <p><b>LL-AK.2.E</b> Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.</p>
	<p><b>LL54</b> Know the difference between upper- and lower-case letters</p>	<p><b>LL-AK.1.A</b> Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p><b>LL-AK.1.B</b> Identifies up to ten uppercase or lowercase letters.</p> <p><b>LL-AK.1.C</b> Identifies up to 20 uppercase or lowercase letters.</p> <p><b>LL-AK.1.D</b> Identifies up to 30 uppercase or lowercase letters.</p> <p><b>LL-AK.1.E</b> Identifies all 26 uppercase and lowercase letters in random order.</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EMERGENT READING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Pick up a book and look through it</li> <li>• Say aloud/sign names of pictures seen on classroom wall, books, or other media</li> <li>• Request favorite stories or books</li> <li>• Recognize own name in various places</li> <li>• Open book and flip through pages front to back</li> <li>• Identify pictures or objects with same beginning sounds or letters</li> <li>• Point to an upper-case letter</li> <li>• Name some upper-case letters</li> <li>• Recognize and say words that begin with same sounds</li> <li>• Stomp words in a sentence</li> <li>• Clap syllables in words</li> </ul>	<p><b>LL55</b> Show comprehension by answering questions related to an age-appropriate story that has been read or told</p>	<p><b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures.  <b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures.  <b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures.  <b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.  <b>LL-NC.2.A</b> Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.  <b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).  <b>LL-NC.2.C</b> Uses events from the book to make a prediction about what might happen next.  <b>LL-NC.2.D</b> Makes inferences to answer simple "why" questions by using background knowledge and events in a text.  <b>LL-NC.1.A</b> Identifies and describes the main character in a story.  <b>LL-NC.1.B</b> Identifies the setting in a story.  <b>LL-NC.1.C</b> Identifies and answers questions about events in a story.</p>
	<p><b>LL56</b> Understand the parts of a book and how it is used</p>	<p><b>LL-BK.2.E</b> Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.  <b>LL-BK.2.AA</b> Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.  <b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.</p>
	<p><b>LL57</b> Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom</p>	<p><b>LL-BK.2.AA</b> Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time.  <b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.  <b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EMERGENT READING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Pick up a book and look through it</li> <li>• Say aloud/sign names of pictures seen on classroom wall, books, or other media</li> <li>• Request favorite stories or books</li> <li>• Recognize own name in various places</li> <li>• Open book and flip through pages front to back</li> <li>• Identify pictures or objects with same beginning sounds or letters</li> <li>• Point to an upper-case letter</li> <li>• Name some upper-case letters</li> <li>• Recognize and say words that begin with same sounds</li> <li>• Stomp words in a sentence</li> <li>• Clap syllables in words</li> </ul>	<p><b>LL58</b> Explore different types of literature such as narrative (story) and informative (non-fiction)</p>	<p><b>LL-NC.3.AA</b> Joins in acting out a book as it's read aloud.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p> <p><b>LL-NC.5.C</b> Makes connections between own experiences, background knowledge, and information presented in an informational text.</p> <p><b>LL-NC.5.D</b> Describes the relationship between an informational text and another text about a similar topic.</p> <p><b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information.</p> <p><b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.</p> <p><b>LL-BK.1.C</b> Listens to a wide variety of age appropriate literature read aloud.</p> <p><b>LL-BK.1.D</b> Looks at books independently or with peers.</p> <p><b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.</p>
	<p><b>LL59</b> Demonstrate that print represents someone's thoughts and ideas</p>	<p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p><b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p> <p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EMERGENT READING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Pick up a book and look through it</li> <li>• Say aloud/sign names of pictures seen on classroom wall, books, or other media</li> <li>• Request favorite stories or books</li> <li>• Recognize own name in various places</li> <li>• Open book and flip through pages front to back</li> <li>• Identify pictures or objects with same beginning sounds or letters</li> <li>• Point to an upper-case letter</li> <li>• Name some upper-case letters</li> <li>• Recognize and say words that begin with same sounds</li> <li>• Stomp words in a sentence</li> <li>• Clap syllables in words</li> </ul>	<p><b>LL60</b> Interpret pictures</p>	<p><b>LL-NC.2.AA</b> Responds to illustrations or photos by using at least one word.  <b>LL-NC.2.A</b> Uses the book cover, illustrations, or photos to make simple predictions about the topic or text.  <b>LL-WR.7.B</b> Writes a phrase to describe a picture, object, person, or event using phonetic spelling.  <b>LL-BK.2.B</b> Uses illustrations to tell a familiar story.  <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>
	<p><b>LL61</b> Hear words in a sentence and syllables in words</p>	<p><b>LL-PA.1.AA</b> Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word.  <b>LL-PA.2.AA</b> Repeats one-syllable words or participates in games and word play involving one-syllable words.  <b>LL-PA.2.A</b> Repeats multisyllabic words or participates in games and word play involving multisyllabic words.  <b>LL-PA.2.B</b> Segments the syllables in one- and two-syllable words verbally or nonverbally.  <b>LL-PA.2.C</b> Segments the syllables in three- and four-syllable words verbally or nonverbally.  <b>LL-PA.2.D</b> Blends the syllables in two- to three-syllable words.  <b>LL-PA.2.E</b> Blends the syllables in four-syllable words.</p>
	<p><b>LL62</b> Know that print is read and pictures are not</p>	<p><b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text.  <b>LL-BK.2.E</b> Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.  <b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment.  <b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.  <b>LL-BK.3.D</b> Points to one word and one letter in an unfamiliar text or around the room.  <b>LL-BK.3.E</b> Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EMERGENT WRITING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Write on paper with crayon or pencil</li> <li>• Draw pictures to describe experiences</li> <li>• Write his/her name</li> <li>• Trace letters or shapes</li> <li>• Copy letters or shapes</li> <li>• Write and/or draw letters or shapes</li> <li>• Use pretend writing to make shopping list during dramatic play</li> </ul>	<p><b>LL63</b> Use scribbles, symbols, or drawings to share experiences</p>	<p><b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p>
	<p><b>LL64</b> Use a variety of writing tools and materials</p>	<p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.</p> <p><b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p> <p><b>PD.3.AA</b> Uses crayons or markers with some coordination.</p>
	<p><b>LL65</b> Trace and copy shapes and letters</p>	<p><b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses.</p> <p><b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p><b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs.</p> <p><b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs.</p> <p><b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p><b>LL-WR.4.D</b> Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.4.E</b> Forms correct, intentional, and recognizable letters on the page when writing.</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EMERGENT WRITING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Write on paper with crayon or pencil</li> <li>• Draw pictures to describe experiences</li> <li>• Write his/her name</li> <li>• Trace letters or shapes</li> <li>• Copy letters or shapes</li> <li>• Write and/or draw letters or shapes</li> <li>• Use pretend writing to make shopping list during dramatic play</li> </ul>	<p><b>LL66</b> Begin to print the letters of their first name</p>	<p><b>LL-WR.3.A</b> When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters.</p> <p><b>LL-WR.3.B</b> Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.3.C</b> Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.3.D</b> Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p><b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>
	<p><b>LL67</b> Express self through pretend writing</p>	<p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p><b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EMERGENT WRITING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
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	<p><b>LL69</b> Practice writing left to right and top to bottom</p>	<p><b>LL-WR.5.A</b> Writes from the top of the page to the bottom when writing, even at the emergent writing stage.  <b>LL-WR.5.B</b> Uses left to right directionality when writing, even at the emergent writing stage.</p>
	<p><b>LL70</b> Use inventive spelling</p>	<p><b>LL-WR.7.A</b> Completes a sentence prompt with a written word using phonetic spelling.  <b>LL-WR.7.B</b> Writes a phrase to describe a picture, object, person, or event using phonetic spelling.  <b>LL-WR.7.C</b> Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.  <b>LL-WR.7.D</b> Writes a short sentence using phonetic spelling, leaving spaces between words when writing.  <b>LL-WR.7.E</b> Writes a short sentence using phonetic spelling and high frequency words, leaving spaces between words when writing.</p>

## DOMAIN: LANGUAGE AND LITERACY

### SUB-DOMAIN: EMERGENT WRITING

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Write on paper with crayon or pencil</li> <li>• Draw pictures to describe experiences</li> <li>• Write his/her name</li> <li>• Trace letters or shapes</li> <li>• Copy letters or shapes</li> <li>• Write and/or draw letters or shapes</li> <li>• Use pretend writing to make shopping list during dramatic play</li> </ul>	<p><b>LL71</b> Develop strength, dexterity, and control needed to use writing tools and materials</p>	<p><b>PD.2.AA</b> Uses two hands to hold containers. Stacks objects such as blocks with coordination.</p> <p><b>PD.2.A</b> Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p> <p><b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p><b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p><b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p><b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p> <p><b>PD.3.AA</b> Uses crayons or markers with some coordination.</p>
	<p><b>LL72</b> Develop hand-eye coordination required for written communication</p>	<p><b>PD.3.AA</b> Uses crayons or markers with some coordination.</p> <p><b>PD.3.A</b> Draws vertical and horizontal lines with a model using a fisted grasp.</p> <p><b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses.</p> <p><b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p><b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs.</p> <p><b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>

## DOMAIN: MATHEMATICS

### SUB-DOMAIN: NUMBER AND OPERATIONS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Count blocks in the correct sequence in block area</li> <li>State which child (or object) is first, second, or third</li> <li>Count 6 objects and say, "I have 6"</li> <li>Give each child one napkin or cracker or straw during snack</li> <li>Correctly identify numbers seen in environment</li> </ul>	<p><b>MA31</b> Develop an awareness of numbers and counting as a means for understanding quantity</p>	<p><b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting from 1-3.</p> <p><b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1-7.</p> <p><b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1-10.</p> <p><b>M-NC.2.E</b> Says numbers in order, matching each number word to each object when counting from 1-15.</p> <p><b>M-NC.3.B</b> Creates sets of 0-5 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.C</b> Creates sets of 0-7 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.D</b> Creates sets of 0-10 and begins to use cardinality to identify the last number counted.</p>
	<p><b>MA32</b> Recite numbers in sequence</p>	<p><b>M-NC.1.A</b> Says number words in order from 1-3 from memory.</p> <p><b>M-NC.1.B</b> Says number words in order from 1-5 from memory.</p> <p><b>M-NC.1.C</b> Says number words in order from 1-7 from memory.</p> <p><b>M-NC.1.D</b> Says number words in order from 1-10 from memory.</p> <p><b>M-NC.1.E</b> Says number words in order from 1-20 from memory.</p>
	<p><b>MA33</b> Recognize numbers</p>	<p><b>M-NC.5.AA</b> Says the names of numerals 0-2 shown in random order.</p> <p><b>M-NC.5.A</b> Says the names of numerals 1-3 shown in random order.</p> <p><b>M-NC.5.B</b> Says the names of numerals 0-5 shown in random order.</p> <p><b>M-NC.5.C</b> Says the names of numerals 0-7 shown in random order.</p> <p><b>M-NC.5.D</b> Says the names of numerals 0-10 shown in random order.</p> <p><b>M-NC.5.E</b> Says the names of numerals 0-20 shown in random order.</p>
	<p><b>MA34</b> Use one-to-one correspondence when counting</p>	<p><b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting from 1-3.</p> <p><b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1-5.</p> <p><b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1-7.</p> <p><b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1-10.</p> <p><b>M-NC.2.E</b> Says numbers in order, matching each number word to each object when counting from 1-15.</p>

## DOMAIN: MATHEMATICS

### SUB-DOMAIN: NUMBER AND OPERATIONS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>Count blocks in the correct sequence in block area</li><li>State which child (or object) is first, second, or third</li><li>Count 6 objects and say, "I have 6"</li><li>Give each child one napkin or cracker or straw during snack</li><li>Correctly identify numbers seen in environment</li></ul>	<p><b>MA35</b> Use language to compare numbers of objects (Ex: more, less, same)</p>	<p><b>M-NC.4.AA</b> Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.</p> <p><b>M-NC.4.A</b> Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.</p> <p><b>M-NC.4.B</b> Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.</p> <p><b>M-NC.4.D</b> 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><b>M-NC.4.E</b> 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><b>M-DAP.1.C</b> Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.</p> <p><b>M-DAP.1.D</b> Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"</p> <p><b>M-NC.7.AA</b> Demonstrates an understanding that combining two sets increases the total quantity.</p> <p><b>M-NC.7.A</b> Demonstrates an understanding that adding one more increases the amount of a set.</p> <p><b>M-NC.8.AA</b> Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p> <p><b>M-NC.8.A</b> Demonstrates an understanding that removing one object decreases the amount in a set.</p>

## DOMAIN: MATHEMATICS

### SUB-DOMAIN: NUMBER AND OPERATIONS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Count blocks in the correct sequence in block area</li> <li>State which child (or object) is first, second, or third</li> <li>Count 6 objects and say, "I have 6"</li> <li>Give each child one napkin or cracker or straw during snack</li> <li>Correctly identify numbers seen in environment</li> </ul>	<p><b>MA36</b> Determine quantity or "how many"</p>	<p><b>M-NC.3.AA</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–2.</p> <p><b>M-NC.3.A</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–3.</p> <p><b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.E</b> Creates sets of 0–10 and uses cardinality to identify the last number counted.</p> <p><b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting from 1–3.</p> <p><b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7.</p> <p><b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p><b>M-NC.2.E</b> Says numbers in order, matching each number word to each object when counting from 1–15.</p>
	<p><b>MA37</b> Understand numbers and number concepts as they relate to everyday life</p>	<p><b>M-NC.6.B</b> Matches a set of objects with the number symbol to represent the set for quantities 0–5.</p> <p><b>M-NC.6.C</b> Matches a set of objects with the number symbol to represent the set for quantities 0–7.</p> <p><b>M-NC.6.D</b> Matches a set of objects with the number symbol to represent the set for quantities 0–10.</p> <p><b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5.</p> <p><b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7.</p> <p><b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p><b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted.</p> <p><b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p>

## DOMAIN: MATHEMATICS

### SUB-DOMAIN: NUMBER AND OPERATIONS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>Count blocks in the correct sequence in block area</li><li>State which child (or object) is first, second, or third</li><li>Count 6 objects and say, "I have 6"</li><li>Give each child one napkin or cracker or straw during snack</li><li>Correctly identify numbers seen in environment</li></ul>	<p><b>MA38</b> Use ordinal number words to describe the position of objects (Ex: "first," "second," "third," etc.)</p>	<p><b>M-PFA.2.AA</b> Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys.</p> <p><b>M-PFA.2.A</b> Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>M-PFA.2.B</b> Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>M-PFA.2.C</b> Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>M-PFA.2.D</b> Uses ordinal numbers to order and describe relative position for up to three objects.</p> <p><b>M-PFA.2.E</b> Orders groups of different amounts using numerical order.</p>
	<p><b>MA39</b> Understand the concept of how numbers relate to quantity</p>	<p><b>M-NC.6.A</b> Matches a set of objects with the number symbol to represent the set for quantities 0–3.</p> <p><b>M-NC.6.B</b> Matches a set of objects with the number symbol to represent the set for quantities 0–5.</p> <p><b>M-NC.6.C</b> Matches a set of objects with the number symbol to represent the set for quantities 0–7.</p> <p><b>M-NC.6.D</b> Matches a set of objects with the number symbol to represent the set for quantities 0–10.</p> <p><b>M-NC.6.E</b> Matches a set of objects with the number symbol and compares written numerals between 0–10, identifying which numeral is higher, lower, or if they are the same.</p>

**DOMAIN: MATHEMATICS****SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE**

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Build with blocks and describe structures</li> <li>• Recognize and name shapes in their environment</li> <li>• Draw shapes to create pictures</li> <li>• Put together and take apart puzzles</li> <li>• Create designs using pattern blocks</li> <li>• Describe shapes in the environment using the words "same" and "different"</li> <li>• Use words such as "in," "on," and "under" to describe where an object is</li> <li>• Sort objects by size, shape or color</li> </ul>	<p><b>MA40</b> Begin to recognize, name, describe, build, and draw two and three dimensional shapes</p>	<p><b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).  <b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).  <b>M-GS.1.C</b> Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."  <b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.  <b>M-GS.1.E</b> Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).  <b>M-GS.2.AA</b> Uses simple shape puzzles to create common two-dimensional shapes.  <b>M-GS.2.B</b> Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials.  <b>M-GS.2.C</b> Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.  <b>M-GS.2.D</b> Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.  <b>M-GS.2.E</b> Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials.  <b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses.</p>
	<p><b>MA41</b> Put together and take apart increasingly more difficult puzzles</p>	<p><b>M-GS.2.AA</b> Uses simple shape puzzles to create common two-dimensional shapes.  <b>M-GS.2.A</b> Constructs any recognizable or unrecognizable shape with materials.  <b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p>

## DOMAIN: MATHEMATICS

### SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Build with blocks and describe structures</li><li>• Recognize and name shapes in their environment</li><li>• Draw shapes to create pictures</li><li>• Put together and take apart puzzles</li><li>• Create designs using pattern blocks</li><li>• Describe shapes in the environment using the words "same" and "different"</li><li>• Use words such as "in," "on," and "under" to describe where an object is</li><li>• Sort objects by size, shape or color</li></ul>	<p><b>MA42</b> Describe how shapes are the same or different (Ex: size, shape, color)</p>	<p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p><b>M-GS.1.C</b> Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."</p> <p><b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p>
	<p><b>MA43</b> Demonstrate and describe positions of objects</p>	<p><b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.</p> <p><b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p><b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p><b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p><b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.</p> <p><b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p>

## DOMAIN: MATHEMATICS

### SUB-DOMAIN: PATTERNS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Predict and create what comes next in a pattern made with blocks</li> <li>Notice patterns in stories and music</li> <li>Sort objects by color, shape, size</li> <li>Talk about what comes next in daily schedule</li> </ul>	<p><b>MA44</b> Recognize, copy, and extend simple patterns with a variety of materials</p>	<p><b>M-PFA.3.AA</b> Copies simple AB patterns through rhythm and movement.  <b>M-PFA.3.A</b> Uses objects, rhythm, or movement to copy simple AB patterns.  <b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns.  <b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB).  <b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).</p>
	<p><b>MA45</b> Arrange objects series according to one attribute size, texture, or color)</p>	<p><b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.  <b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.  <b>M-PFA.2.A</b> Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.  <b>M-PFA.2.B</b> Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.  <b>M-PFA.2.C</b> Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.  <b>M-PFA.2.D</b> Uses ordinal numbers to order and describe relative position for up to three objects.</p>
	<p><b>MA46</b> Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)</p>	<p><b>M-M.2.AA</b> Demonstrates understanding of familiar daily routines.  <b>M-M.2.A</b> Sequences up to two to four steps in a familiar daily routine.  <b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components).  <b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.  <b>M-M.2.D</b> Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).</p>

## DOMAIN: MATHEMATICS

### SUB-DOMAIN: PATTERNS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Predict and create what comes next in a pattern made with blocks</li> <li>Notice patterns in stories and music</li> <li>Sort objects by color, shape, size</li> <li>Talk about what comes next in daily schedule</li> </ul>	<p><b>MA47</b> Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)</p>	<p><b>M-PFA.1.AA</b> Matches one item that is similar to a given group with a provided example.</p> <p><b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-DAP.2.B</b> Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).</p> <p><b>M-DAP.2.C</b> Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).</p>

## DOMAIN: MATHEMATICS

### SUB-DOMAIN: MEASUREMENT

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Measure objects such as a carpet using his/her feet, hands, yarn, blocks</li> <li>Measure objects such as a table with a ruler, yardstick, tape measure</li> <li>Use words such as shorter, taller, bigger, smaller, heavier, lighter to compare and sort objects</li> <li>Fill and empty different size containers with sand and/or water</li> <li>Use smaller containers to fill up larger containers</li> </ul>	<p><b>MA48</b> Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures</p>	<p><b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p><b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p><b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p>

## DOMAIN: MATHEMATICS

### SUB-DOMAIN: MEASUREMENT

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Measure objects such as a carpet using his/her feet, hands, yarn, blocks</li> <li>Measure objects such as a table with a ruler, yardstick, tape measure</li> <li>Use words such as shorter, taller, bigger, smaller, heavier, lighter to compare and sort objects</li> <li>Fill and empty different size containers with sand and/or water</li> <li>Use smaller containers to fill up larger containers</li> </ul>	<p><b>MA49</b> Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)</p>	<p><b>M-M.1.A</b> Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.  <b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.  <b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"  <b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"  <b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.  <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.</p>
	<p><b>MA50</b> Begin to compare and sort according to measurement attributes (length, size, weight)</p>	<p><b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.  <b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"  <b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.  <b>M-DAP.2.A</b> Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).  <b>M-DAP.2.C</b> Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).  <b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.  <b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p>

## DOMAIN: MATHEMATICS

### SUB-DOMAIN: DATA ANALYSIS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Participate in recording specific information about self (Ex: favorite color, ice cream or other topic of interest)</li> <li>Display information collected on simple graph (Ex: collect leaves, sort leaves by color on graph or pie chart)</li> <li>Engage in task that involves collecting information and creating strategy to show the data (Ex: ask group of children their favorite color, graphing responses – 5 like orange, 3 like purple, etc.)</li> <li>Participate in group task that involves children identifying which graph represents "more" or "less" or "the same"</li> <li>Make inferences from graphic examples (Ex: "Nobody likes broccoli and a lot of us like carrots.")</li> </ul>	<p><b>MA51</b> Begin to represent data using concrete objects, pictures, and simple graphs</p>	<p><b>M-DAP.2.AA</b> Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.</p> <p><b>M-DAP.2.A</b> Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).</p> <p><b>M-DAP.2.B</b> Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).</p> <p><b>M-DAP.2.C</b> Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).</p> <p><b>M-DAP.2.D</b> Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.</p> <p><b>M-DAP.2.E</b> Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares four groups.</p>
	<p><b>MA52</b> Begin to compare and interpret data collected</p>	<p><b>M-DAP.1.AA</b> Verbally or nonverbally participates in graphing discussions.</p> <p><b>M-DAP.1.A</b> Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph.</p> <p><b>M-DAP.1.B</b> Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.</p> <p><b>M-DAP.1.C</b> Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.</p> <p><b>M-DAP.1.D</b> Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"</p> <p><b>M-DAP.1.E</b> Identifies trends and makes inferences from data.</p>

## DOMAIN: SCIENCE

### SUB-DOMAIN: SENSORY AWARENESS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Use senses to explore how things in the environment look, feel, sound, taste, and smell</li><li>• Describe what he/she sees, feels, hears, tastes, or smells</li><li>• Compare and contrast features of different objects; describe which senses are used (Ex: shell is rough, pickle is sour, kiwi is green inside)</li></ul>	<p><b>SC31</b> Use senses in purposeful ways to gather information and explore the environment</p>	<p><b>SC-SP.1.AA</b> Uses senses to observe the environment. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather. <b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes. <b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration. <b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>
	<p><b>SC32</b> Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense</p>	<p><b>SC-P.1.AA</b> Uses senses to explore the colors and textures of materials and objects in the environment. <b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. <b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. <b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</p>

## DOMAIN: SCIENCE

### SUB-DOMAIN: SCIENTIFIC EXPLORATION

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Look at, feel, and describe a variety of objects (Ex: shells, pebbles, smooth sea glass, and egg cases from the beach)</li><li>• Use tools such as shovels, rakes, spoons, measuring cups and spoons for dirt or sand</li><li>• Explore objects that attract and repel magnets</li><li>• Use magnifiers to carefully observe details of insects, leaves, shells, and other small objects</li><li>• Explore funnels, sieves, and tubing during water and sand play</li></ul>	<p><b>SC33</b> Express their curiosity and investigate questions of interest through play and exploration</p>	<p><b>C-ARTS.5.AA</b> Shows enthusiasm and curiosity about different types of creative arts.</p> <p><b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p><b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p><b>SC-P.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p>
	<p><b>SC34</b> Use materials and tools appropriate for problem solving and exploration</p>	<p><b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p><b>SC-LES.3.E</b> Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p> <p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p>

## DOMAIN: SCIENCE

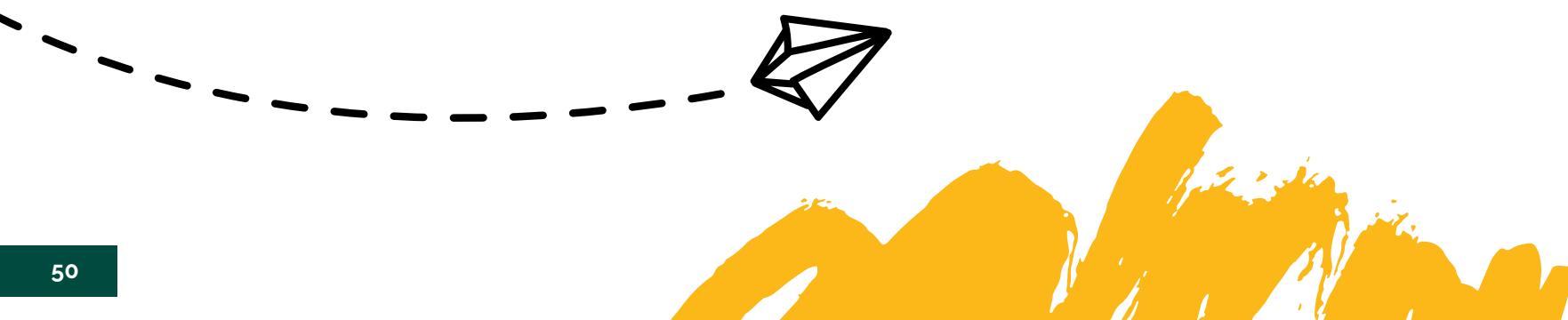
### SUB-DOMAIN: SCIENTIFIC INQUIRY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>Ask "how" or "why" an event or phenomenon occurred</li><li>Observe and describe changes that happen to materials in the environment (Ex: when food coloring is added to liquids, water is added to dirt, or apples are cooked to become applesauce)</li><li>Make predictions about the color change when a new food color is added to a substance, about changes that occur when water is added to sand or dirt, or how heat changes foods during cooking</li><li>Describe changes that occur and communicate an understanding of results verbally and/or through drawing</li></ul>	<p><b>SC35</b> Ask scientific questions</p>	<p><b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p><b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations.</p> <p><b>SC-SP.1.D</b> Formulates own science-oriented questions based on observations.</p> <p><b>SC-SP.1.E</b> With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p>
	<p><b>SC36</b> Investigate and explore their questions using observations and previous experience to make predictions</p>	<p><b>SC-SP.1.AA</b> Uses senses to observe the environment.</p> <p><b>SC-SP.1.B</b> Observes and describes cause and effect.</p> <p><b>SC-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p><b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p><b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p><b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation.</p> <p><b>SC-SP.1.E</b> With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.</p>

## DOMAIN: SCIENCE

### SUB-DOMAIN: SCIENTIFIC INQUIRY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>Ask "how" or "why" an event or phenomenon occurred</li><li>Observe and describe changes that happen to materials in the environment (Ex: when food coloring is added to liquids, water is added to dirt, or apples are cooked to become applesauce)</li><li>Make predictions about the color change when a new food color is added to a substance, about changes that occur when water is added to sand or dirt, or how heat changes foods during cooking</li><li>Describe changes that occur and communicate an understanding of results verbally and/or through drawing</li></ul>	<p><b>SC37</b> Provide their own explanations for "how" and "why" things happen</p>	<p><b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p> <p><b>SC-SP.3.A</b> With teacher guidance, participates in recording scientific observations and data.</p> <p><b>SC-SP.3.B</b> Begins to identify relevant information and collects and records information in own journal or paper.</p> <p><b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p><b>SC-SP.1.B</b> Observes and describes cause and effect.</p> <p><b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.</p>
	<p><b>SC38</b> Use data from an investigation or exploration to draw conclusions and communicate results</p>	<p><b>SC-SP.3.C</b> Draws conclusions on prior knowledge and recorded information.</p> <p><b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p><b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.</p>



## DOMAIN: SCIENCE

### SUB-DOMAIN: SCIENTIFIC KNOWLEDGE – LIVING THINGS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Share observations about living things</li> <li>Distinguish farm animals from wild animals or desert plants from forest plants</li> <li>Identify adult animals and their offspring</li> <li>Handle animals and plants gently and approach carefully</li> <li>Recognize pet's need for food and water or plant's need for water and sun</li> </ul>	<p><b>SC39</b> Observe, describe, and discuss the natural world of people, animals and plants</p>	<p><b>SC-LES.1.AA</b> Notices and looks at the natural world around them.  <b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things.  <b>SC-LES.4.AA</b> Points to and observes animals in the environment.  <b>SC-LES.5.AA</b> Points to and observes plants in the environment.</p>
	<p><b>SC40</b> Recognize categories of people, plants and animals; describe similarities and differences among them</p>	<p><b>SC-LES.4.A</b> Identifies various animals.  <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.  <b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.  <b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.  <b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p>
	<p><b>SC41</b> Recognize people, plants and animals grow and change over time and need certain things to survive</p>	<p><b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms.  <b>SC-LES.4.D</b> Observes and describes habitats and life cycles.  <b>SC-LES.5.C</b> Identifies that plants are living and describes the needs of plants.  <b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles.  <b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p>
	<p><b>SC42</b> Demonstrate respect for living things</p>	<p><b>SC-LES.4.E</b> Describes and discusses the relationship between humans and animals.  <b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants.  <b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p>

## DOMAIN: SCIENCE

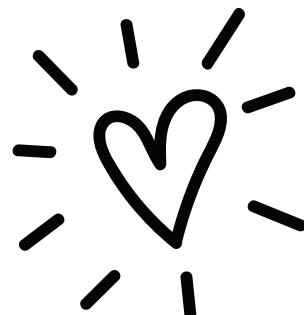
### SUB-DOMAIN: SCIENTIFIC KNOWLEDGE – NON-LIVING THINGS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Share observations about non-living things such as rocks are hard, ice is cold</li> <li>Sort objects by properties such as heavy vs. light, cold vs. hot</li> <li>Show curiosity and manipulate objects and machines such as blocks and LEGOs, flashlights and battery toys; tricycles and wagons; telephones and computers</li> <li>Observe how their actions create change: switches turn lights on and off, changing the height of ramps effects how fast objects roll or slide, placing a large heavy block on a tower of small ones causes a collapse</li> </ul>	<p><b>SC43</b> Observe, describe and discuss physical properties of non-living things, both natural and human-made</p>	<p><b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air, and leaves.</p> <p><b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>
	<p><b>SC44</b> Recognize categories of non-living things and describe similarities and differences among them</p>	<p><b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air, and leaves.</p> <p><b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things.</p> <p><b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category.</p>
	<p><b>SC45</b> Explore objects, machines, technology and structures</p>	<p><b>SC-P.1.AA</b> Uses senses to explore the colors and textures of materials and objects in the environment.</p> <p><b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p><b>SC-P.1.C</b> Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p> <p><b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.</p> <p><b>SC-P.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</p> <p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p> <p><b>TECH.1.E</b> Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p><b>SC-LES.3.E</b> Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.</p>

## DOMAIN: SCIENCE

### SUB-DOMAIN: SCIENTIFIC KNOWLEDGE – NON-LIVING THINGS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>Share observations about non-living things such as rocks are hard, ice is cold</li><li>Sort objects by properties such as heavy vs. light, cold vs. hot</li><li>Show curiosity and manipulate objects and machines such as blocks and LEGOs, flashlights and battery toys; tricycles and wagons; telephones and computers</li><li>Observe how their actions create change: switches turn lights on and off, changing the height of ramps effects how fast objects roll or slide, placing a large heavy block on a tower of small ones causes a collapse</li></ul>	<p><b>SC46</b> Experiment with effects of their own actions on objects</p>	<p><b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.</p> <p><b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p><b>SC-P.2.C</b> Discusses how to manipulate light to create shadows and reflections.</p> <p><b>SC-P.4.AA</b> Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.</p> <p><b>SC-P.4.A</b> With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.</p> <p><b>SC-P.4.B</b> With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object.</p> <p><b>SC-P.4.C</b> With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.</p> <p><b>SC-P.4.D</b> Describes and discusses the motion of objects and that motion can change based on different factors.</p> <p><b>SC-P.1.C</b> Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p> <p><b>SC-P.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</p>



## DOMAIN: SCIENCE

### SUB-DOMAIN: SCIENTIFIC KNOWLEDGE – EARTH AND SKY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Observe that it is raining or note that trees are turning colors in the fall</li> <li>Mix dirt and water to make mud; describe how sand and dirt feel different; discuss how oceans are different from ponds</li> <li>Observe stars and moon can be seen best at night and that the sun goes down as it becomes night; notice that the moon isn't always the same shape</li> </ul>	<p><b>SC47</b> Observe, describe, and discuss changes in the seasons and the weather</p>	<p><b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather.  <b>SC-LES.2.A</b> Identifies different types of weather, such as sunny, rainy, cloudy, or snowy.  <b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather.  <b>SC-LES.2.C</b> Compares and contrasts the different seasons.  <b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.  <b>SC-LES.2.E</b> Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.</p>
	<p><b>SC48</b> Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water)</p>	<p><b>SC-LES.1.E</b> Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion.  <b>SC-P.1.C</b> Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.  <b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period.  <b>SC-P.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.  <b>SOC.4.B</b> Recognizes and describes common geographical features within their region.  <b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different.</p>
	<p><b>SC49</b> Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky</p>	<p><b>SC-LES.3.AA</b> Points to and observes the sky.  <b>SC-LES.3.A</b> Identifies objects in the sky, such as clouds, sun, moon, or stars.  <b>SC-LES.3.B</b> Describes and discusses objects in the sky, such as clouds, sun, moon, or stars.  <b>SC-LES.3.C</b> Develops basic understanding about space, such as Earth is a planet and there are other planets.  <b>SC-LES.3.D</b> Compares and contrasts Earth and space, such as people can breathe on Earth but not in space.  <b>SC-LES.3.E</b> Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.</p>

## DOMAIN: SCIENCE

### SUB-DOMAIN: SCIENTIFIC KNOWLEDGE – ENVIRONMENT

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Observe trash or litter where it does not belong and suggest picking it up</li><li>• Pick up trash on playground; use both sides of paper; turn off water when brushing teeth; use recycling bins</li></ul>	<p><b>SC50</b> Explore how the environment is affected by what people do</p>	<p><b>SC-LES.5.E</b> Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. <b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p>
	<p><b>SC51</b> Describe and engage in activities that preserve the environment</p>	<p><b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community. <b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p>



## DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD

### SUB-DOMAIN: MY FAMILY AND MY COMMUNITY CULTURE

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Draw family picture</li><li>• Communicate information about family and events</li><li>• Pretend to build structures to represent different types of homes during block play</li><li>• Pretend to make various types of food during dramatic play</li><li>• Respond to similarities or differences of others in a respectful way</li><li>• Use positive words to describe characteristics of children (Ex: hair, skin tone, clothes, language)</li><li>• Talk about his/her friends</li></ul>	<p><b>MM31</b> Understand the concept of belonging to a family</p>	<p><b>SOC.1.AA</b> Identifies and recognizes self and family members. <b>SOC.1.A</b> Understands family relationships in relation to self. <b>SOC.1.B</b> Discusses the activities or celebrations that their family does together. <b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. <b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. <b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>
	<p><b>MM32</b> Begin to develop an awareness of their family's culture</p>	<p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. <b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. <b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. <b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. <b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. <b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>

# DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD

## SUB-DOMAIN: MY FAMILY AND MY COMMUNITY CULTURE

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Draw family picture</li><li>• Communicate information about family and events</li><li>• Pretend to build structures to represent different types of homes during block play</li><li>• Pretend to make various types of food during dramatic play</li><li>• Respond to similarities or differences of others in a respectful way</li><li>• Use positive words to describe characteristics of children (Ex: hair, skin tone, clothes, language)</li><li>• Talk about his/her friends</li></ul>	<p><b>MM33</b> Begin to develop an awareness of the cultures of other children and adults in their group and community</p>	<p><b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p>
	<p><b>MM34</b> Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)</p>	<p><b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>

## DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD

### SUB-DOMAIN: MY FAMILY AND MY COMMUNITY CULTURE

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Draw family picture</li><li>• Communicate information about family and events</li><li>• Pretend to build structures to represent different types of homes during block play</li><li>• Pretend to make various types of food during dramatic play</li><li>• Respond to similarities or differences of others in a respectful way</li><li>• Use positive words to describe characteristics of children (Ex: hair, skin tone, clothes, language)</li><li>• Talk about his/her friends</li></ul>	<p><b>MM35</b> Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)</p>	<p><b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>SOC.1.A</b> Understands family relationships in relation to self.</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p>

## DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD

### SUB-DOMAIN: PAST, PRESENT AND FUTURE HISTORY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Communicate using terms to describe time (Ex: yesterday, today, tomorrow; and morning, afternoon; and before nap, after nap)</li><li>• Convey information about personal history and/or family heritage from birth to present</li><li>• Talk about current events in his/her family and community</li><li>• Recall information about past events</li><li>• Make predictions about future events (Ex: what will happen next)</li><li>• Sequence events in order that they occurred</li></ul>	<p><b>MM36</b> Develop emerging concept of time through daily schedule and routines</p>	<p><b>M-M.2.AA</b> Demonstrates understanding of familiar daily routines.</p> <p><b>M-M.2.A</b> Sequences up to two to four steps in a familiar daily routine.</p> <p><b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components).</p> <p><b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p><b>M-M.2.E</b> Begins to demonstrate basic knowledge that clocks and calendars are related to the passage of time.</p>

## DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD

### SUB-DOMAIN: PAST, PRESENT AND FUTURE HISTORY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Communicate using terms to describe time (Ex: yesterday, today, tomorrow; and morning, afternoon; and before nap, after nap)</li><li>• Convey information about personal history and/or family heritage from birth to present</li><li>• Talk about current events in his/her family and community</li><li>• Recall information about past events</li><li>• Make predictions about future events (Ex: what will happen next)</li><li>• Sequence events in order that they occurred</li></ul>	<p><b>MM37</b> Share their personal history including people, places, and events that take place in the past and the present</p>	<p><b>SOC.5.AA</b> Begins to demonstrate an understanding of present experiences through concrete materials and visual supports.</p> <p><b>SOC.5.A</b> Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports.</p> <p><b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.</p>
	<p><b>MM38</b> Talk about events that may happen in the near future</p>	<p><b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future.</p> <p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p> <p><b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future.</p>
	<p><b>MM39</b> Begin to understand that things, people, and places change over time</p>	<p><b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.</p>

## DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD

### SUB-DOMAIN: PLACES AND SPACES – GEOGRAPHY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Name street address</li><li>• Name city and state in which he/she lives</li><li>• Describe directionality and location (Ex: up, down, inside, outside, left, right)</li><li>• Describe some features of environment in which he/she lives (Ex: house, apartment)</li><li>• Describe features of earth (Ex: rocks, soil, air)</li><li>• Explore natural resources (Ex: rocks, soil, plants, etc.)</li><li>• Place trash in trash can rather than littering indoor or outdoor environment</li><li>• Participate in activities to pick up or reduce amount of trash, including reusing and recycling materials</li><li>• Use blocks, clay, and other materials to represent the natural environment</li></ul>	<p><b>MM40</b> Be familiar with information about where they live, including their address</p>	<p><b>SOC.4.AA</b> Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building.</p> <p><b>SOC.4.A</b> Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.).</p> <p><b>SOC.4.B</b> Recognizes and describes common geographical features within their region.</p> <p><b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves.</p> <p><b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p>
	<p><b>MM41</b> Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/ outside, next to, beside, up/down, left/right)</p>	<p><b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.</p> <p><b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p><b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p><b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p><b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.</p>
	<p><b>MM42</b> Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)</p>	<p><b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features.</p> <p><b>SOC.4.D</b> Creates representations or maps of familiar places, such as classroom, community, or region.</p> <p><b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different.</p>

## DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD

### SUB-DOMAIN: PLACES AND SPACES – GEOGRAPHY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Name street address</li><li>• Name city and state in which he/she lives</li><li>• Describe directionality and location (Ex: up, down, inside, outside, left, right)</li><li>• Describe some features of environment in which he/she lives (Ex: house, apartment)</li><li>• Describe features of earth (Ex: rocks, soil, air)</li><li>• Explore natural resources (Ex: rocks, soil, plants, etc.)</li><li>• Place trash in trash can rather than littering indoor or outdoor environment</li><li>• Participate in activities to pick up or reduce amount of trash, including reusing and recycling materials</li><li>• Use blocks, clay, and other materials to represent the natural environment</li></ul>	<b>MM43</b> Develop an awareness of the natural environment surrounding them outdoors	<b>SC-LES.1.AA</b> Notices and looks at the natural world around them. <b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air, and leaves. <b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things. <b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.
	<b>MM44</b> Begin to understand the relationship between humans and the natural environment	<b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. <b>SC-LES.1.D</b> Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.



## DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD

### SUB-DOMAIN: WORKING TOGETHER GOVERNMENT AND COMMUNITIES

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Pretend to be different community helpers in the dramatic play center (dress up)</li> <li>Help set table before snack</li> <li>Assist another child, clean up toys</li> <li>Help to develop classroom/early childhood group rules</li> <li>With support begin to problem solve solutions to problems that happen in the early childhood group (Ex: take turns or work out simple agreements using words instead of hands)</li> <li>Help with simple chores (Ex: prepare for snack by placing napkins on the table, or replace blocks on the shelf)</li> </ul>	<p><b>MM45</b> Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs</p>	<p><b>SOC.2.A</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p><b>SOC.3.B</b> Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.</p>
	<p><b>MM46</b> With support begin to develop problem solving skills</p>	<p><b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p><b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p><b>SE.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p><b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions.</p> <p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p>
	<p><b>MM47</b> Help to create rules</p>	<p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p>

# DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD

## SUB-DOMAIN: WORKING TOGETHER GOVERNMENT AND COMMUNITIES

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Pretend to be different community helpers in the dramatic play center (dress up)</li> <li>Help set table before snack</li> <li>Assist another child, clean up toys</li> <li>Help to develop classroom/early childhood group rules</li> <li>With support begin to problem solve solutions to problems that happen in the early childhood group (Ex: take turns or work out simple agreements using words instead of hands)</li> <li>Help with simple chores (Ex: prepare for snack by placing napkins on the table, or replace blocks on the shelf)</li> </ul>	<b>MM45</b> Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs	<b>SOC.2.A</b> Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community. <b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community. <b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community. <b>SOC.3.B</b> Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.
	<b>MM46</b> With support begin to develop problem solving skills	<b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. <b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. <b>SE.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). <b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). <b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
	<b>MM47</b> Help to create rules	<b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community. <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play). <b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.

## DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD

### SUB-DOMAIN: WORKING TOGETHER GOVERNMENT AND COMMUNITIES

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Pretend to be different community helpers in the dramatic play center (dress up)</li> <li>Help set table before snack</li> <li>Assist another child, clean up toys</li> <li>Help to develop classroom/early childhood group rules</li> <li>With support begin to problem solve solutions to problems that happen in the early childhood group (Ex: take turns or work out simple agreements using words instead of hands)</li> <li>Help with simple chores (Ex: prepare for snack by placing napkins on the table, or replace blocks on the shelf)</li> </ul>	<p><b>MM48</b> Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other</p>	<p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p>
	<p><b>MM49</b> Perform simple tasks within the home, early childhood group, or community</p>	<p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p><b>ATL.5.B</b> Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p><b>PD.4.D</b> Independently completes self-care and hygiene routines.</p>
	<p><b>MM50</b> Participate in group decision making</p>	<p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>

## DOMAIN: MY FAMILY, MY COMMUNITY, MY WORLD

### SUB-DOMAIN: MONEY AND RESOURCES – ECONOMICS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Use pretend money in dramatic play area to buy pretend food</li><li>• Trade toys while playing</li><li>• Discuss where things come from (Ex: milk comes from the grocery store; the grocery store gets the milk from the cow that lives on the farm)</li></ul>	<b>MM51</b> Explore the concept of money, including what it is and how it is used	<b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. <b>SOC.3.E</b> Discusses the purpose of saving money for a future purchase.
	<b>MM52</b> Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services	<b>SOC.3.B</b> Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. <b>SOC.3.C</b> Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. <b>SOC.3.D</b> Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.
	<b>MM53</b> Begin to understand how people make and consume goods and services	<b>SOC.3.A</b> Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more." <b>SOC.3.B</b> Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. <b>SOC.2.C</b> Recognizes and describes that different people have different roles and responsibilities in the community.
	<b>MM54</b> Begin to understand wants versus basic necessities	<b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures. <b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.

## DOMAIN: CREATIVE EXPRESSION

### SUB-DOMAIN: MUSIC

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Sing songs, finger-plays, and rhymes</li> <li>• Play rhythm instruments</li> <li>• Listen to variety of CDs, include CDs from other cultures</li> <li>• Compose and recite rhymes</li> <li>• Clap, stomp, snap in patterns or to rhythm of music</li> <li>• Sing and move to "If You're Happy and You Know It"</li> </ul>	<p><b>CE31</b> Develop awareness of different musical instruments, tones patterns/rhythms and tempos</p>	<p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.C</b> Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p> <p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p>
	<p><b>CE32</b> Initiate and recall patterns, songs, rhythms, and rhymes</p>	<p><b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p> <p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>C-ARTS.4.E</b> Creates and performs original music or songs for others.</p>
	<p><b>CE33</b> Be exposed to music from other cultures</p>	<p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p><b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>

## DOMAIN: CREATIVE EXPRESSION

### SUB-DOMAIN: MUSIC

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Sing songs, finger-plays, and rhymes</li><li>• Play rhythm instruments</li><li>• Listen to variety of CDs, include CDs from other cultures</li><li>• Compose and recite rhymes</li><li>• Clap, stomp, snap in patterns or to rhythm of music</li><li>• Sing and move to <i>"If You're Happy and You Know It"</i></li></ul>	<p><b>CE34</b> Sing a variety of simple songs in various keys</p>	<p><b>C-ARTS.4.AA</b> Listens to a variety of music.</p> <p><b>C-ARTS.4.D</b> Uses their voice or an instrument to express themselves and copy simple tempos.</p> <p><b>C-ARTS.4.E</b> Creates and performs original music or songs for others.</p> <p><b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p> <p><b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories.</p> <p><b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p>

## DOMAIN: CREATIVE EXPRESSION

### SUB-DOMAIN: MOVEMENT AND DANCE

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Use rhythm sticks and rhythm instruments</li><li>• Dance to CDs with music from variety of cultures</li><li>• Clap, stomp, and sway to music</li><li>• Clap syllables for his/her name</li></ul>	<p><b>CE35</b> Express through movement what is felt and heard in various rhythmic patterns</p>	<p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p> <p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p>

## DOMAIN: CREATIVE EXPRESSION

### SUB-DOMAIN: MOVEMENT AND DANCE

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Use rhythm sticks and rhythm instruments</li> <li>• Dance to CDs with music from variety of cultures</li> <li>• Clap, stomp, and sway to music</li> <li>• Clap syllables for his/her name</li> </ul>	<p><b>CE36</b> Demonstrate an awareness of different musical tempos, patterns, and beats through movement</p>	<p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others.</p> <p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p> <p><b>C-ARTS.4.A</b> Participates in a variety of music activities with different tempos, genres, and rhythms.</p>
	<p><b>CE37</b> Gain awareness of different cultures through experiences with a variety of music and movement activities</p>	<p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p><b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>
	<p><b>CE38</b> Experience and use movement to reinforce learning in other curricular areas</p>	<p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p>

## DOMAIN: CREATIVE EXPRESSION

### SUB-DOMAIN: VISUAL ARTS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>• Paint with different materials (Ex: paint brush, tooth brush, feather, leaf)</li> <li>• Sculpt with variety of materials (Ex: play dough, clay, pipe cleaners)</li> <li>• View examples of classic works of art</li> <li>• Respond to prompts (Ex: "How does this picture make you feel?")</li> </ul>	<p><b>CE39</b> Show interest using different art media and materials in a variety of ways for creative expression and representation</p>	<p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.  <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.  <b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.  <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p>
	<p><b>CE40</b> Plan and create original drawings, paintings, models, and other art creations using a variety of media</p>	<p><b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail.  <b>C-ARTS.3.C</b> Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.  <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p>
	<p><b>CE41</b> Share experiences, ideas, and thoughts about artistic creations</p>	<p><b>C-ARTS.3.E</b> Reviews their original art and makes changes to the final product.  <b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance.</p>
	<p><b>CE42</b> Use a variety of art materials and activities for sensory experiences</p>	<p><b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration.  <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p>
	<p><b>CE43</b> Express interest in and show respect for the creative work of others</p>	<p><b>C-ARTS.5.AA</b> Shows enthusiasm and curiosity about different types of creative arts.  <b>C-ARTS.5.A</b> Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.  <b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations.  <b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.</p>

## DOMAIN: CREATIVE EXPRESSION

### SUB-DOMAIN: VISUAL ARTS

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>Paint with different materials (Ex: paint brush, tooth brush, feather, leaf)</li><li>Sculpt with variety of materials (Ex: play dough, clay, pipe cleaners)</li><li>View examples of classic works of art</li><li>Respond to prompts (Ex: "How does this picture make you feel?")</li></ul>	<p><b>CE44</b> Express experiences and feelings through a variety of artistic processes and creations</p>	<p><b>C-ARTS.5.B</b> Discusses their own artistic creations and chooses artwork for display or performance.</p> <p><b>C-ARTS.5.C</b> Recognizes and discusses differences in artistic creations.</p> <p><b>C-ARTS.5.D</b> Expresses opinions about the artistic creations and techniques of others.</p> <p><b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools.</p>

## DOMAIN: CREATIVE EXPRESSION

### SUB-DOMAIN: DRAMATIC PLAY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>Take restaurant orders</li><li>Converse with other adults and children</li><li>Engage in pretend play by acting out stories or real-life scenarios</li><li>Dress-up and engage in imaginative play</li></ul>	<p><b>CE45</b> Represent fantasy and real-life experiences through pretend play</p>	<p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic play.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p>

## DOMAIN: CREATIVE EXPRESSION

### SUB-DOMAIN: DRAMATIC PLAY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Take restaurant orders</li><li>• Converse with other adults and children</li><li>• Engage in pretend play by acting out stories or real-life scenarios</li><li>• Dress-up and engage in imaginative play</li></ul>	<p><b>CE46</b> Show imagination and creativity in play</p>	<p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic play.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p><b>ATL.1.C</b> Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p><b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p>
	<p><b>CE47</b> Participate in adult-guided dramatic activities</p>	<p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>

## DOMAIN: CREATIVE EXPRESSION

### SUB-DOMAIN: DRAMATIC PLAY

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Take restaurant orders</li><li>• Converse with other adults and children</li><li>• Engage in pretend play by acting out stories or real-life scenarios</li><li>• Dress-up and engage in imaginative play</li></ul>	<p><b>CE48</b> Engage in cooperative pretend play with another child</p>	<p><b>C-ARTS.2.AA</b> Engages briefly in, or observes others in, dramatic play.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p>

## DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH

### SUB-DOMAIN: FINE MOTOR

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Shaping clay, hammering wood, using a paper punch, finger painting, stapling, cutting, using tableware, buttoning and snapping</li><li>• Building with blocks, putting together puzzles, making collages, stringing beads, reproducing shapes and patterns, using scissors and developing dressing skills (Ex: buttons, snaps, zippers, buckles)</li><li>• Using crayons, pencils, markers, chalk, pencils, paintbrushes, keyboard and mouse</li></ul>	<p><b>PD31</b> Develop strength, small-motor control, and coordination through daily activities</p>	<p><b>PD.2.AA</b> Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.</p> <p><b>PD.2.A</b> Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p> <p><b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p><b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p><b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p><b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p> <p><b>PD.3.AA</b> Uses crayons or markers with some coordination.</p> <p><b>PD.3.A</b> Draws vertical and horizontal lines with a model using a fisted grasp.</p> <p><b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p><b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs.</p> <p><b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>

## DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH

### SUB-DOMAIN: FINE MOTOR

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>• Shaping clay, hammering wood, using a paper punch, finger painting, stapling, cutting, using tableware, buttoning and snapping</li><li>• Building with blocks, putting together puzzles, making collages, stringing beads, reproducing shapes and patterns, using scissors and developing dressing skills (Ex: buttons, snaps, zippers, buckles)</li><li>• Using crayons, pencils, markers, chalk, pencils, paintbrushes, keyboard and mouse</li></ul>	<p><b>PD32</b> Develop and use eye-hand coordination to perform a variety of tasks</p>	<p><b>PD.3.AA</b> Uses crayons or markers with some coordination. <b>PD.3.A</b> Draws vertical and horizontal lines with a model using a fisted grasp. <b>PD.3.B</b> With teacher modeling, draws circles, squares, and crosses. <b>PD.3.C</b> Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. <b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs. <b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs. <b>PD.2.AA</b> Uses two hands to hold containers. Stacks objects, such as blocks, with coordination. <b>PD.2.A</b> Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. <b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. <b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. <b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. <b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p>
	<p><b>PD33</b> Explore and experiment with a variety of tools</p>	<p><b>PD.3.AA</b> Uses crayons or markers with some coordination. <b>SOC.4.C</b> Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>SC-LES.3.E</b> Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. <b>C-ARTS.3.AA</b> Freely explores a variety of art materials and tools for sensory exploration. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p>

## DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH

### SUB-DOMAIN: GROSS MOTOR

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Walking, climbing, running, jumping, hopping, galloping, pedaling, skipping, marching, and lying on stomach while doing fine-motor activities</li> </ul>	<p><b>PD34</b> Increase strength, balance, coordination, flexibility, stamina, and control in motor activities</p>	<p><b>PD.1.AA</b> Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p><b>PD.1.A</b> Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p><b>PD.1.C</b> Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>
<ul style="list-style-type: none"> <li>Moving smoothly between different surfaces, such as moving from carpet to tile or concrete to grass on playground; navigating obstacle courses; playing freeze tag or follow the leader</li> <li>Navigate person space with peers</li> <li>Participate in throwing, catching, kicking, bouncing balls, riding a tricycle, using slide and swings</li> </ul>	<p><b>PD35</b> Demonstrate body and space awareness, to move and stop with control over speed and direction</p>	<p><b>PD.1.AA</b> Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p><b>PD.1.A</b> Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p><b>PD.1.C</b> Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>

## DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH

### SUB-DOMAIN: GROSS MOTOR

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"><li>Moving smoothly between different surfaces, such as moving from carpet to tile or concrete to grass on playground; navigating obstacle courses; playing freeze tag or follow the leader</li><li>Navigate person space with peers</li><li>Participate in throwing, catching, kicking, bouncing balls, riding a tricycle, using slide and swings</li></ul>	PD36 Develop the ability to coordinate increasingly complex movements	<p><b>PD.1.A</b> Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p><b>PD.1.C</b> Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>

## DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH

### SUB-DOMAIN: HEALTH AWARENESS AND PRACTICE

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Play simple games like <i>"Head, Shoulders, Knees and Toes,"</i> listen to body signals of fullness and hunger in order to choose how much to eat, care for his/her body in daily routines, and learn about body parts, systems, and functions</li> <li>Actively play, dance to music, run, ride tricycles, climb on playground equipment or activities that increase his/her pulse and cause breathe deeply</li> <li>Independently blow nose, using the toilet, washing their hands, brushing their teeth, and coughing and sneezing into their elbows</li> <li>Choosing fruits and vegetables, engaging in physical activities to builds strong and healthy bodies, identifying the purpose of advertising, and beginning to cooperate with limited screen time and rest time</li> <li>Wash hands before eating and after using the toilet; stay safe distance from swings; be aware of traffic when crossing streets and in parking lots; know when and how to call 911; grow increasingly aware of potential risks and ways to keep self and others safe</li> </ul>	<p>PD37 Expand knowledge and respect for their bodies</p>	<p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.      LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.  <b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate.  <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.  <b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.  <b>PD.4.D</b> Independently completes self-care and hygiene routines.  <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.  <b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes.  <b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.  <b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.</p>
	<p>PD38 Engage in daily physical activity, both indoors and outdoors</p>	<p><b>PD.1.AA</b> Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.  <b>PD.1.A</b> Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.  <b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.  <b>PD.1.C</b> Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.  <b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.  <b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>

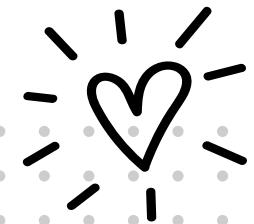
## DOMAIN: PHYSICAL DEVELOPMENT AND HEALTH

### SUB-DOMAIN: HEALTH AWARENESS AND PRACTICE

What you might see children do:	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	Every Child Ready Standard(s)
<ul style="list-style-type: none"> <li>Play simple games like <i>"Head, Shoulders, Knees and Toes,"</i> listen to body signals of fullness and hunger in order to choose how much to eat, care for his/her body in daily routines, and learn about body parts, systems, and functions</li> </ul>	<p><b>PD39</b> Learn about and practice health and hygiene routines</p>	<p><b>PD.4.AA</b> Begins to recognize and accept help in self-care and hygiene routines.  <b>PD.4.A</b> With teacher guidance, follows self-care and hygiene routines.  <b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate.  <b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance.  <b>PD.4.D</b> Independently completes self-care and hygiene routines.  <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.</p>
<ul style="list-style-type: none"> <li>Actively play, dance to music, run, ride tricycles, climb on playground equipment or activities that increase his/her pulse and cause breathe deeply</li> <li>Independently blow nose, using the toilet, washing their hands, brushing their teeth, and coughing and sneezing into their elbows</li> <li>Choosing fruits and vegetables, engaging in physical activities to builds strong and healthy bodies, identifying the purpose of advertising, and beginning to cooperate with limited screen time and rest time</li> <li>Wash hands before eating and after using the toilet; stay safe distance from swings; be aware of traffic when crossing streets and in parking lots; know when and how to call 911; grow increasingly aware of potential risks and ways to keep self and others safe</li> </ul>	<p><b>PD40</b> Experience and learn about healthy lifestyle practices</p>	<p><b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes.  <b>PD.5.B</b> Demonstrates understanding of types of food and preferences.  <b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.  <b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy.  <b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.  <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.</p>
	<p><b>PD41</b> Learn about and demonstrate safe behaviors and accident prevention</p>	<p><b>PD.6.AA</b> Begins to recognize and accepts help in following safety procedures.  <b>PD.6.A</b> With teacher guidance, follows safety procedures.  <b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate.  <b>PD.6.C</b> Independently follows safety procedures.  <b>PD.6.D</b> Understands and describes the importance of safety procedures.  <b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>



# Notes





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