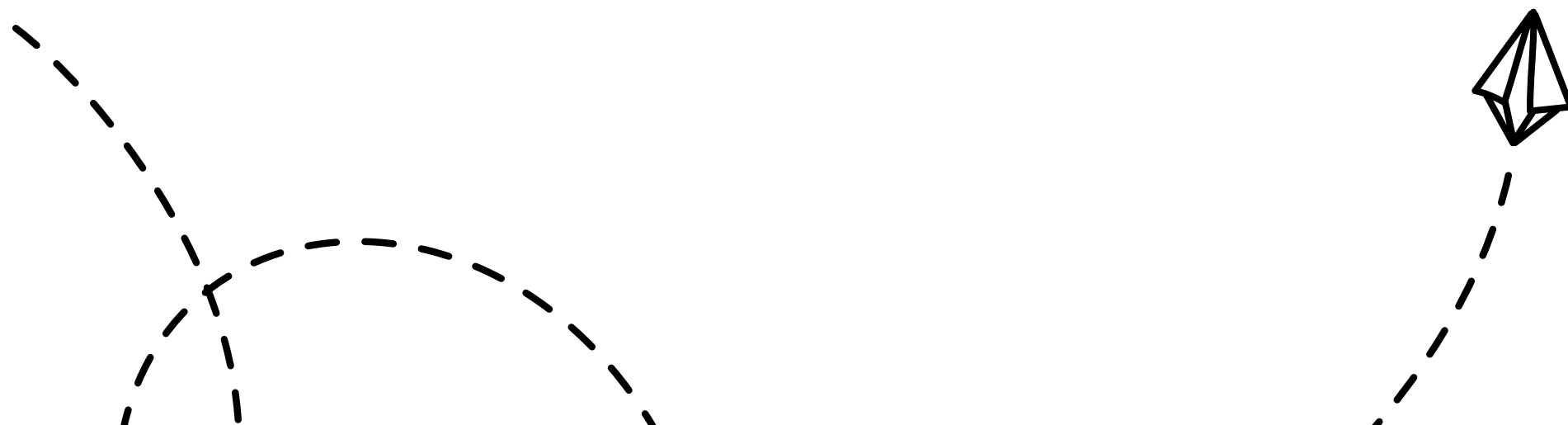


Every Child Ready Standards & Delaware Early Learning Foundations Alignment



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"> • Show pride in achievements • Describe self using several basic characteristics (Ex: gender, age, ethnicity, hair color, eye color, etc.) • Show ability to adjust to new situations • Use materials in selfdirected manner • Demonstrate appropriate trust in adults • Stand up for rights • Make appropriate eye contact • Identify likes and dislikes. 	<p>SE31 Be with adults who are consistent, responsive, and caring</p>	<p>ATL.4.AA Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p>SE.7.AA Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p>SE.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.</p> <p>SE.2.AA Co-regulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond.</p> <p>SE.2.B Accepts offers of adult assistance to engage in coregulation.</p> <p>SE.2.C Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p>SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p>ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands).</p>
	<p>SE32 Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment</p>	<p>SE.6.AA Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support.</p> <p>ATL.8.AA Self-selects toy, activity, or Center to engage in when provided with choices.</p> <p>ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps).</p> <p>ATL.8.C With adult support, creates a goal for an activity and follows a simple plan.</p> <p>ATL.8.D Creates and follows through with simple plans independently.</p> <p>ATL.8.E Plans simple steps for future activity goal.</p> <p>ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p>ATL.4.C Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p>ATL.4.D Assesses or reflects upon activity or task outcome or product.</p>

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

DOMAIN: SOCIAL EMOTIONAL DEVELOPMENT

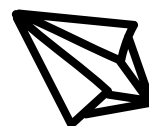
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	<p>SE36 Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways</p>	<p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>SOC.1.A Understands family relationships in relation to self.</p> <p>SOC.1.B Discusses the activities or celebrations that their family does together.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p> <p>C-ARTS.5.A 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"> • Recognize and label feelings in self and others • Increasingly express feelings through appropriate gestures, actions, and language • Avoid common dangers • Demonstrate appropriate use of toys • Show some creativity in the use of toys • Follow routines • Adapt to changes in daily routines • Answer questions related to safety • Use thinking skills to resolve conflicts • Respect and care for environment and materials • Demonstrate some self-direction and independence • Follow rules • Associate emotions with words and facial expressions • Stop actions when necessary 	<p>SE38 Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)</p>	<p>SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p>SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p>SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.</p> <p>SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p>SE.1.D Independently verbally or nonverbally names and describes their own emotions.</p> <p>SE.1.E Identifies that they can have different emotions about the same situation.</p> <p>LL-LC.1.AA Points to familiar objects, people, body parts, or emotions.</p> <p>LL-LC.2.AA Verbally labels familiar objects, body parts, people, or emotions using one-word responses.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p>
	<p>SE39 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>SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, excited, angry, scared, frustrateVerbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.</p> <p>SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self.</p> <p>SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.</p> <p>SE.1.D Independently verbally or nonverbally names and describes their own emotions.</p> <p>SE.1.E Identifies that they can have different emotions about the same situation.</p> <p>SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p> <p>SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p>

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

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

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

DOMAIN: SOCIAL EMOTIONAL DEVELOPMENT

SUB-DOMAIN: SOCIAL RELATIONSHIPS AND COOPERATION

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

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	<p>SE50 Develop awareness of other's perspectives and gain an understanding of how their actions impact those around them</p>	<p>SE.4.C With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. SE.1.E Identifies that they can have different emotions about the same situation. SOC.2.D Recognizes that people have different thoughts and opinions within a community. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.</p>
	<p>SE51 Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)</p>	<p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play). ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). SE.5.B With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.C With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p>

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	<p>SE53 Be a helpful member of a group or household sharing tasks or chores</p>	<p>SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as by voting in the classroom or being a member of the soccer team.</p> <p>SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.</p> <p>ATL.9.B Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p>PD.4.D Independently completes self-care and hygiene routines.</p>

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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"> Independently choose to participate and play in available centers Select new and different materials Volunteer to share new ideas and experiences Initiate movement and play 	AL31 Participate in a variety of tasks and activities using all five senses	SC-SP.1.AA Uses senses to observe the environment. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-LES.2.AA Uses senses to observe and respond to changes in the weather. SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. PD.5.AA Uses senses to experience a variety of food during mealtimes.
	AL32 Make independent choices during play and throughout the daily routine	ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. SE.6.E Seeks out opportunities to complete age-appropriate tasks independently. SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. ATL.7.D Independently completes simple assignment or task despite normal classroom environment distractions. ATL.7.E Regulates impulses to complete tasks and engages in goal-directed behavior. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal. ATL.9.C Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return to it, or that they fell on the slide yesterday, so exercises caution today). C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.

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"> • Independently choose to participate and play in available centers • Select new and different materials • Volunteer to share new ideas and experiences • Initiate movement and play 	<p>AL33 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence</p>	<p>ATL.5.A Transitions between activities that are part of the routine school day with adult reminders.</p> <p>ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support.</p> <p>ATL.5.C Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p> <p>ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p>ATL.5.E Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>ATL.3.C Asks questions and seeks clarity after attempting a challenging task.</p> <p>ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p>
	<p>AL34 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks</p>	<p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>ATL.3.C Asks questions and seeks clarity after attempting a challenging task.</p> <p>SE.6.B Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p>SE.6.C Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p>SE.6.D Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p>SE.6.E Seeks out opportunities to complete age-appropriate tasks independently.</p> <p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>SC-SP.2.AA 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"> Initiate, follow through, and complete activities and projects Assign roles when engaged in dramatic play scenarios Participate in activities that encourage following directions and steps to complete tasks 	<p>AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences</p>	<p>ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p>ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).</p> <p>ATL.6.D Refocuses attention to independent or group activity after minor distraction.</p> <p>ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes).</p>
	<p>AL36 Begin to develop and follow through with plan for play and other activities</p>	<p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p> <p>ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project.</p> <p>ATL.8.D 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"> Initiate, follow through, and complete activities and projects Assign roles when engaged in dramatic play scenarios Participate in activities that encourage following directions and steps to complete tasks 	<p>AL37 Begin to demonstrate the ability to follow a sequence of steps to create a finished project</p>	<p>ATL.8.A With one to one adult support, completes steps of a simple task or project (two to three steps). ATL.8.B Uses adult-created organization tools to complete steps of a simple task or project. ATL.8.C With adult support, creates a goal for an activity and follows a simple plan. ATL.8.D Creates and follows through with simple plans independently. ATL.8.E Plans simple steps for future activity goal. ATL.3.C Asks questions and seeks clarity after attempting a challenging task. ATL.3.D Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. ATL.7.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"> Make predictions of outcomes in stories and answer "What if?" questions Engage in problem solving in variety of developmental areas Describe and explain different ways to solve problems Demonstrate awareness of ways to get help in solving problems 	<p>AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults</p>	<p>ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). ATL.3.E Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</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"> • Make predictions of outcomes in stories and answer "What if?" questions • Engage in problem solving in variety of developmental areas • Describe and explain different ways to solve problems • Demonstrate awareness of ways to get help in solving problems 	<p>AL39 Develop the ability to classify, compare, and contrast objects, events, and experiences</p>	<p>SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p> <p>SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.</p> <p>SC-LES.2.C Compares and contrasts the different seasons.</p> <p>SC-LES.3.D Compares and contrasts Earth and space, such as people can breathe on Earth but not in space.</p> <p>SC-P.4.E Compares and contrasts how different factors change the motion of objects.</p> <p>M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.</p> <p>M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).</p> <p>M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.</p> <p>SE.4.B With adult prompts, compares their own characteristics and emotions to those of others.</p> <p>M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).</p> <p>M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p> <p>M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.</p>

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"> • Make predictions of outcomes in stories and answer "What if?" questions • Engage in problem solving in variety of developmental areas • Describe and explain different ways to solve problems • Demonstrate awareness of ways to get help in solving problems 	<p>AL40 Demonstrate the ability to sequence events</p>	<p>C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement. SOC.5.B Begins to sequence past and present experiences using visual supports. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. M-M.2.A Sequences up to two to four steps in a familiar daily routine. LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. LL-NC.4.D Constructs a personal narrative with three or more events in a coherent sequence.</p>
	<p>AL41 Begin to develop the ability to explain and demonstrate strategies to solve problems</p>	<p>SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. ATL.9.D With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). ATL.9.E Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p>

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"> • Look at or point to objects when named • Go to a specific center area and explore a specific item, when asked • Follow directions to string red-colored beads, blue-colored beads, and yellow-colored beads in sequence • Act out characters in story read aloud or signed • Listen to a story and respond to questions (Ex: "What color was the wagon? What might the farmer be thinking?") • Sit and attend to activity or story 	LL31 Respond to their names, requests for action, or information	LL-LC.1.AA Points to familiar objects, people, body parts, or emotions. LL-LC.1.A Responds to simple requests, such as choosing between objects. LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. SE.3.AA Responds to own name. ATL.7.AA With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). ATL.7.B Independently follows two- to three-step verbal adult directions. SE.3.A With adult support, verbally or nonverbally identifies something about themselves.
	LL32 Develop listening, watching, attention, and comprehension skills	ATL.6.AA Follows along with and participates in songs, chants, and simple stories. ATL.6.A Sustains interest in a preferred task for a brief amount of time (5–10 minutes). ATL.6.B Sustains attention in an assigned task for a brief amount of time (5–10 minutes). ATL.6.C Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). ATL.6.D Refocuses attention to independent or group activity after minor distraction. ATL.6.E Attends to activities or peer engagement for extended periods of time (30+ minutes). LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.
	LL33 Follow two- or three-step directions	LL-LC.1.B Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. LL-LC.1.D Shows understanding of more complex sentences or questions through actions, such as following three-step directions. ATL.7.B Independently follows two- to three-step verbal adult directions.

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"> • Look at or point to objects when named • Go to a specific center area and explore a specific item, when asked • Follow directions to string red-colored beads, blue-colored beads, and yellow-colored beads in sequence • Act out characters in story read aloud or signed • Listen to a story and respond to questions (Ex: "What color was the wagon? What might the farmer be thinking?") • Sit and attend to activity or story 	<p>LL34 Identify particular sounds in the environment through different media</p>	<p>LL-PA.3.AA Imitates common sounds like a duck (quack, quack) or train (choo, choo).</p> <p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p> <p>SC-SP.1.AA Uses senses to observe the environment.</p> <p>C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms.</p>
	<p>LL35 Respond to questions</p>	<p>LL-LC.2.B Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.C Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p>LL-LC.1.D 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"> • Look at or point to objects when named • Go to a specific center area and explore a specific item, when asked • Follow directions to string red-colored beads, blue-colored beads, and yellow-colored beads in sequence • Act out characters in story read aloud or signed • Listen to a story and respond to questions (Ex: "What color was the wagon? What might the farmer be thinking?") • Sit and attend to activity or story 	<p>LL36 Increase vocabulary to include prepositions and basic concepts</p>	<p>LL-LC.1.C Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p>LL-LC.1.E Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p>LL-LC.3.E Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p>LL-LC.3.AA Repeats or attempts to use words heard in the everyday language or environment.</p> <p>LL-LC.3.A Shows interest in new words or asks questions to acquire new vocabulary.</p> <p>LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p>LL-LC.3.C Attempts to integrate new vocabulary into oral communication with peers and adults.</p>

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"> • Ask to join play group or share materials • Make up nonsense words • Play with ASL signs and hand shapes • Identify objects, people, and actions from pictures • Respond to questions • Describe what he/she did during the previous day • Describe ideas • Express feelings, needs, and wants • Recall details in a story • Use new vocabulary words • Communicate when information is not understood • Describe daily events and experiences • Engage in extended and meaningful verbal and nonverbal exchange with others • Ask questions what when, where, why, and who 	<p>LL37 Be aware that people communicate in a variety of ways (verbal and non-verbal)</p>	<p>LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. LL-LC.4.E Modifies conversations based on the context or listener. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p>
	<p>LL38 Communicate so they will be understood by peers and adults</p>	<p>LL-LC.4.E Modifies conversations based on the context or listener. LL-LC.4.AA Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up. LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction. LL-LC.5.A Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). LL-LC.5.D Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). LL-LC.5.E Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p>

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"> • Ask to join play group or share materials • Make up nonsense words • Play with ASL signs and hand shapes • Identify objects, people, and actions from pictures • Respond to questions • Describe what he/she did during the previous day • Describe ideas • Express feelings, needs, and wants • Recall details in a story • Use new vocabulary words • Communicate when information is not understood • Describe daily events and experiences • Engage in extended and meaningful verbal and nonverbal exchange with others • Ask questions what when, where, why, and who 	<p>LL39 Play with language such as rhyming</p>	<p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>LL-PA.3.B Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____"</p> <p>LL-PA.3.C Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?"</p> <p>LL-PA.3.D Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."</p> <p>LL-PA.3.E Identifies rhyming words from groups of two to three words when given one rhyming word.</p> <p>LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.</p> <p>LL-PA.5.AA Participates in onset-rime activities with teachers.</p> <p>LL-PA.6.AA Participates in phoneme activities with teachers.</p> <p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</p>
	<p>LL40 Use language to enter play situation</p>	<p>LL-LC.4.A Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p>LL-LC.4.B Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p>LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p>LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p> <p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p>

DOMAIN: LANGUAGE AND LITERACY

SUB-DOMAIN: EXPRESSIVE COMMUNICATION

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

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"> • Ask to join play group or share materials • Make up nonsense words • Play with ASL signs and hand shapes • Identify objects, people, and actions from pictures • Respond to questions • Describe what he/she did during the previous day • Describe ideas • Express feelings, needs, and wants • Recall details in a story • Use new vocabulary words • Communicate when information is not understood • Describe daily events and experiences • Engage in extended and meaningful verbal and nonverbal exchange with others • Ask questions what when, where, why, and who 	<p>LL44 Use volume and tone or ASL facial grammar appropriate to the situation</p>	<p>LL-LC.4.E Modifies conversations based on the context or listener. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others.</p>
	<p>LL45 Respond appropriately to messages in conversation</p>	<p>LL-LC.2.E Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. LL-LC.4.C Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. LL-LC.4.D Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p>
	<p>LL46 Express emotions through language</p>	<p>SE.1.AA Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. SE.1.A Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression. SE.1.B With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. SE.1.C With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. SE.1.D Independently verbally or nonverbally names and describes their own emotions. SE.1.E Identifies that they can have different emotions about the same situation. 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. LL-LC.3.B Attempts to use words to label familiar objects, people, places, emotions, and actions.</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"> • Ask to join play group or share materials • Make up nonsense words • Play with ASL signs and hand shapes • Identify objects, people, and actions from pictures • Respond to questions • Describe what he/she did during the previous day • Describe ideas • Express feelings, needs, and wants • Recall details in a story • Use new vocabulary words • Communicate when information is not understood • Describe daily events and experiences • Engage in extended and meaningful verbal and nonverbal exchange with others • Ask questions what when, where, why, and who 	<p>LL47 Use language appropriately during play situations</p>	<p>SE.5.E Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>ATL.2.E Establishes rules with peers during play or structured activities (cooperative play).</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p>
	<p>LL48 Experiment with patterns in words</p>	<p>LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words.</p> <p>LL-PA.5.A Repeats a list of three CVC words that have the same rime.</p> <p>LL-PA.5.B Isolates the onset of CVC words.</p> <p>LL-PA.5.C Isolates the rime of CVC words.</p> <p>LL-PA.5.D Blends onset-rimes to form familiar CVC words.</p> <p>LL-PA.5.E Segments onset-rimes in familiar CVC words.</p> <p>LL-PA.6.C Segments a two-phoneme word.</p> <p>LL-PA.6.D Blends three phonemes in familiar CVC words.</p> <p>LL-PA.6.E Segments three phonemes in familiar CVC words to identify the individual phonemes.</p> <p>LL-PA.3.A 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"> • Pick up a book and look through it • Say aloud/sign names of pictures seen on classroom wall, books, or other media • Request favorite stories or books • Recognize own name in various places • Open book and flip through pages front to back • Identify pictures or objects with same beginning sounds or letters • Point to an upper-case letter • Name some upper-case letters • Recognize and say words that begin with same sounds • Stomp words in a sentence • Clap syllables in words 	<p>LL49 Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities</p>	<p>LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p> <p>LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult.</p> <p>LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud.</p> <p>LL-BK.1.D Looks at books independently or with peers.</p> <p>LL-PA.3.A Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star."</p> <p>ATL.6.AA Follows along with and participates in songs, chants, and simple stories.</p> <p>LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p>
	<p>LL50 Show increasing awareness of print, familiar signs, labels, and symbols</p>	<p>LL-BK.3.AA Identifies familiar images or logos in environmental print.</p> <p>LL-BK.3.A Demonstrates understanding that print has meaning.</p> <p>LL-BK.3.B Distinguishes between print and images in books and in the environment.</p> <p>LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.</p> <p>LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room.</p> <p>LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).</p>
	<p>LL51 Identify and name letters of the alphabet</p>	<p>LL-AK.1.AA Identifies the first letter in their name.</p> <p>LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p>LL-AK.1.B Identifies up to ten uppercase or lowercase letters.</p> <p>LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.</p> <p>LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.</p> <p>LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.</p>

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"> • Pick up a book and look through it • Say aloud/sign names of pictures seen on classroom wall, books, or other media • Request favorite stories or books • Recognize own name in various places • Open book and flip through pages front to back • Identify pictures or objects with same beginning sounds or letters • Point to an upper-case letter • Name some upper-case letters • Recognize and say words that begin with same sounds • Stomp words in a sentence • Clap syllables in words 	<p>LL52 Recognize their first name in print written with the first letter in upper case followed by lower-case letters</p>	<p>LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p>LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>
	<p>LL53 Recognize common letter sounds at the beginning, middle, and end of words</p>	<p>LL-PA.4.A Identifies the initial consonant sounds in familiar words (no blends and digraphs).</p> <p>LL-PA.4.B Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).</p> <p>LL-PA.4.C Produces words that have the same initial sound when given a consonant sound.</p> <p>LL-PA.4.D Identifies the final consonant sound in one-syllable words.</p> <p>LL-PA.6.A Repeats an individual sound.</p> <p>LL-AK.2.AA Produces the first letter sound in their name with teacher support.</p> <p>LL-AK.2.A Produces up to two letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.B Produces up to five letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.C Produces up to ten letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.D Produces up to 15 letter sounds when shown uppercase or lowercase letters.</p> <p>LL-AK.2.E Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.</p>
	<p>LL54 Know the difference between upper- and lower-case letters</p>	<p>LL-AK.1.A Identifies up to five uppercase or lowercase letters. Some letters may be in own name.</p> <p>LL-AK.1.B Identifies up to ten uppercase or lowercase letters.</p> <p>LL-AK.1.C Identifies up to 20 uppercase or lowercase letters.</p> <p>LL-AK.1.D Identifies up to 30 uppercase or lowercase letters.</p> <p>LL-AK.1.E Identifies all 26 uppercase and lowercase letters in random order.</p>

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"> • Pick up a book and look through it • Say aloud/sign names of pictures seen on classroom wall, books, or other media • Request favorite stories or books • Recognize own name in various places • Open book and flip through pages front to back • Identify pictures or objects with same beginning sounds or letters • Point to an upper-case letter • Name some upper-case letters • Recognize and say words that begin with same sounds • Stomp words in a sentence • Clap syllables in words 	<p>LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told</p>	<p>LL-NC.3.A Describes one event from a familiar narrative using visuals or gestures. LL-NC.3.B Retells two events from a familiar narrative using visuals or gestures. LL-NC.3.C Retells three or more events from a familiar story in any order using visuals or gestures. LL-NC.3.D Retells three or more events from a familiar narrative in sequence using visuals or gestures. LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. LL-NC.2.B Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). LL-NC.2.C Uses events from the book to make a prediction about what might happen next. LL-NC.2.D Makes inferences to answer simple "why" questions by using background knowledge and events in a text. LL-NC.1.A Identifies and describes the main character in a story. LL-NC.1.B Identifies the setting in a story. LL-NC.1.C Identifies and answers questions about events in a story.</p>
	<p>LL56 Understand the parts of a book and how it is used</p>	<p>LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.</p>
	<p>LL57 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>LL-BK.2.AA Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. LL-BK.2.A Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text.</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"> • Pick up a book and look through it • Say aloud/sign names of pictures seen on classroom wall, books, or other media • Request favorite stories or books • Recognize own name in various places • Open book and flip through pages front to back • Identify pictures or objects with same beginning sounds or letters • Point to an upper-case letter • Name some upper-case letters • Recognize and say words that begin with same sounds • Stomp words in a sentence • Clap syllables in words 	<p>LL58 Explore different types of literature such as narrative (story) and informative (non-fiction)</p>	<p>LL-NC.3.AA Joins in acting out a book as it's read aloud. LL-NC.5.A Listens and responds to a wide variety of informational texts read aloud. LL-NC.5.C Makes connections between own experiences, background knowledge, and information presented in an informational text. LL-NC.5.D Describes the relationship between an informational text and another text about a similar topic. LL-NC.5.E Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. LL-BK.1.B Selects and requests that a favorite or familiar book be read by an adult. LL-BK.1.C Listens to a wide variety of age appropriate literature read aloud. LL-BK.1.D Looks at books independently or with peers. LL-BK.1.E Invites peers to look at books or ask questions about books read by peers.</p>
	<p>LL59 Demonstrate that print represents someone's thoughts and ideas</p>	<p>LL-WR.2.AA Draws to represent something or to communicate a thought. LL-WR.2.A Draws and/or writes to represent, express, or communicate interests. LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation. LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. LL-WR.1.B Contributes ideas and opinions to a shared writing experience with teacher support and dictation. LL-WR.1.C Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</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"> • Pick up a book and look through it • Say aloud/sign names of pictures seen on classroom wall, books, or other media • Request favorite stories or books • Recognize own name in various places • Open book and flip through pages front to back • Identify pictures or objects with same beginning sounds or letters • Point to an upper-case letter • Name some upper-case letters • Recognize and say words that begin with same sounds • Stomp words in a sentence • Clap syllables in words 	<p>LL60 Interpret pictures</p>	<p>LL-NC.2.AA Responds to illustrations or photos by using at least one word. LL-NC.2.A Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling. LL-BK.2.B Uses illustrations to tell a familiar story. LL-BK.2.C Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.</p>
	<p>LL61 Hear words in a sentence and syllables in words</p>	<p>LL-PA.1.AA Demonstrates understanding of a word by repeating a simple two to three word sentence or phrase, or jumping and clapping to each word. LL-PA.2.AA Repeats one-syllable words or participates in games and word play involving one-syllable words. LL-PA.2.A Repeats multisyllabic words or participates in games and word play involving multisyllabic words. LL-PA.2.B Segments the syllables in one- and two-syllable words verbally or nonverbally. LL-PA.2.C Segments the syllables in three- and four-syllable words verbally or nonverbally. LL-PA.2.D Blends the syllables in two- to three-syllable words. LL-PA.2.E Blends the syllables in four-syllable words.</p>
	<p>LL62 Know that print is read and pictures are not</p>	<p>LL-BK.2.D Tracks print from left to right and top to bottom while imitating reading a familiar text. LL-BK.2.E Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. LL-BK.3.B Distinguishes between print and images in books and in the environment. LL-BK.3.C Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom. LL-BK.3.D Points to one word and one letter in an unfamiliar text or around the room. LL-BK.3.E Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).</p>

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"> • Write on paper with crayon or pencil • Draw pictures to describe experiences • Write his/her name • Trace letters or shapes • Copy letters or shapes • Write and/or draw letters or shapes • Use pretend writing to make shopping list during dramatic play 	<p>LL63 Use scribbles, symbols, or drawings to share experiences</p>	<p>LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p>
	<p>LL64 Use a variety of writing tools and materials</p>	<p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail.</p> <p>C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay.</p> <p>C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</p> <p>PD.3.AA Uses crayons or markers with some coordination.</p>
	<p>LL65 Trace and copy shapes and letters</p>	<p>PD.3.B With teacher modeling, draws circles, squares, and crosses.</p> <p>PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p>LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.4.E Forms correct, intentional, and recognizable letters on the page when writing.</p>

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"> • Write on paper with crayon or pencil • Draw pictures to describe experiences • Write his/her name • Trace letters or shapes • Copy letters or shapes • Write and/or draw letters or shapes • Use pretend writing to make shopping list during dramatic play 	<p>LL66 Begin to print the letters of their first name</p>	<p>LL-WR.3.A When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.3.B Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.3.C Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.3.D Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>LL-WR.3.E Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.</p>
	<p>LL67 Express self through pretend writing</p>	<p>LL-WR.2.AA Draws to represent something or to communicate a thought.</p> <p>LL-WR.2.A Draws and/or writes to represent, express, or communicate interests.</p> <p>LL-WR.2.B Draws and/or writes to represent and describe an object, event, or observation.</p> <p>LL-WR.2.C Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.</p> <p>LL-WR.2.D Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p>LL-WR.2.E Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary.</p>

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"> • Write on paper with crayon or pencil • Draw pictures to describe experiences • Write his/her name • Trace letters or shapes • Copy letters or shapes • Write and/or draw letters or shapes • Use pretend writing to make shopping list during dramatic play 	LL68 Write in a variety of formats	<p>LL-WR.4.AA Makes any mark on paper.</p> <p>LL-WR.4.A Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines.</p> <p>LL-WR.4.B Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p> <p>LL-WR.4.C Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.</p> <p>LL-WR.4.D Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>LL-WR.1.D Helps lead a shared writing experience with teacher or peers.</p> <p>LL-WR.1.E Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.</p> <p>LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.</p> <p>LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.</p>
	LL69 Practice writing left to right and top to bottom	<p>LL-WR.5.A Writes from the top of the page to the bottom when writing, even at the emergent writing stage.</p> <p>LL-WR.5.B Uses left to right directionality when writing, even at the emergent writing stage.</p>
	LL70 Use inventive spelling	<p>LL-WR.7.A Completes a sentence prompt with a written word using phonetic spelling.</p> <p>LL-WR.7.B Writes a phrase to describe a picture, object, person, or event using phonetic spelling.</p> <p>LL-WR.7.C Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing.</p> <p>LL-WR.7.D Writes a short sentence using phonetic spelling, leaving spaces between words when writing.</p> <p>LL-WR.7.E 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"> • Write on paper with crayon or pencil • Draw pictures to describe experiences • Write his/her name • Trace letters or shapes • Copy letters or shapes • Write and/or draw letters or shapes • Use pretend writing to make shopping list during dramatic play 	<p>LL71 Develop strength, dexterity, and control needed to use writing tools and materials</p>	<p>PD.2.AA Uses two hands to hold containers. Stacks objects such as blocks with coordination.</p> <p>PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p> <p>PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p> <p>PD.3.AA Uses crayons or markers with some coordination.</p>
	<p>LL72 Develop hand-eye coordination required for written communication</p>	<p>PD.3.AA Uses crayons or markers with some coordination.</p> <p>PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp.</p> <p>PD.3.B With teacher modeling, draws circles, squares, and crosses.</p> <p>PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>

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"> Count blocks in the correct sequence in block area State which child (or object) is first, second, or third Count 6 objects and say, "I have 6" Give each child one napkin or cracker or straw during snack Correctly identify numbers seen in environment 	MA31 Develop an awareness of numbers and counting as a means for understanding quantity	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15. M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted. M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted. M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.
	MA32 Recite numbers in sequence	M-NC.1.A Says number words in order from 1–3 from memory. M-NC.1.B Says number words in order from 1–5 from memory. M-NC.1.C Says number words in order from 1–7 from memory. M-NC.1.D Says number words in order from 1–10 from memory. M-NC.1.E Says number words in order from 1–20 from memory.
	MA33 Recognize numbers	M-NC.5.AA Says the names of numerals 0–2 shown in random order. M-NC.5.A Says the names of numerals 1–3 shown in random order. M-NC.5.B Says the names of numerals 0–5 shown in random order. M-NC.5.C Says the names of numerals 0–7 shown in random order. M-NC.5.D Says the names of numerals 0–10 shown in random order. M-NC.5.E Says the names of numerals 0–20 shown in random order.
	MA34 Use one-to-one correspondence when counting	M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3. M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5. M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7. M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10. M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.

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"> Count blocks in the correct sequence in block area State which child (or object) is first, second, or third Count 6 objects and say, "I have 6" Give each child one napkin or cracker or straw during snack Correctly identify numbers seen in environment 	<p>MA35 Use language to compare numbers of objects (Ex: more, less, same)</p>	<p>M-NC.4.AA Compares two groups to identify which has more or less for quantities 0–5 without matching or counting.</p> <p>M-NC.4.A Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.</p> <p>M-NC.4.B Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of the same.</p> <p>M-NC.4.D Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.</p> <p>M-NC.4.E Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.</p> <p>M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.</p> <p>M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"</p> <p>M-NC.7.AA Demonstrates an understanding that combining two sets increases the total quantity.</p> <p>M-NC.7.A Demonstrates an understanding that adding one more increases the amount of a set.</p> <p>M-NC.8.AA Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set.</p> <p>M-NC.8.A Demonstrates an understanding that removing one object decreases the amount in a set.</p>

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"> Count blocks in the correct sequence in block area State which child (or object) is first, second, or third Count 6 objects and say, "I have 6" Give each child one napkin or cracker or straw during snack Correctly identify numbers seen in environment 	<p>MA36 Determine quantity or "how many"</p>	<p>M-NC.3.AA Subitizes by instantly saying how many are in a set without counting for quantities 1–2.</p> <p>M-NC.3.A Subitizes by instantly saying how many are in a set without counting for quantities 1–3.</p> <p>M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.3.E Creates sets of 0–10 and uses cardinality to identify the last number counted.</p> <p>M-NC.2.A Says numbers in order while matching each number word to each object when counting from 1–3.</p> <p>M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.</p> <p>M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p>M-NC.2.E Says numbers in order, matching each number word to each object when counting from 1–15.</p>
	<p>MA37 Understand numbers and number concepts as they relate to everyday life</p>	<p>M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.</p> <p>M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7.</p> <p>M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.</p> <p>M-NC.2.B Says numbers in order, matching each number word to each object when counting from 1–5.</p> <p>M-NC.2.C Says numbers in order, matching each number word to each object when counting from 1–7.</p> <p>M-NC.2.D Says numbers in order, matching each number word to each object when counting from 1–10.</p> <p>M-NC.3.B Creates sets of 0–5 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.3.C Creates sets of 0–7 and begins to use cardinality to identify the last number counted.</p> <p>M-NC.3.D Creates sets of 0–10 and begins to use cardinality to identify the last number counted.</p>

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"> Count blocks in the correct sequence in block area State which child (or object) is first, second, or third Count 6 objects and say, "I have 6" Give each child one napkin or cracker or straw during snack Correctly identify numbers seen in environment 	<p>MA38 Use ordinal number words to describe the position of objects (Ex: "first," "second," "third," etc.)</p>	<p>M-PFA.2.AA Correctly orders or stacks at least five rings, nesting cups, boxes, or other toys.</p> <p>M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.C Orders up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p>M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.</p> <p>M-PFA.2.E Orders groups of different amounts using numerical order.</p>
	<p>MA39 Understand the concept of how numbers relate to quantity</p>	<p>M-NC.6.A Matches a set of objects with the number symbol to represent the set for quantities 0–3.</p> <p>M-NC.6.B Matches a set of objects with the number symbol to represent the set for quantities 0–5.</p> <p>M-NC.6.C Matches a set of objects with the number symbol to represent the set for quantities 0–7.</p> <p>M-NC.6.D Matches a set of objects with the number symbol to represent the set for quantities 0–10.</p> <p>M-NC.6.E 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"> • Build with blocks and describe structures • Recognize and name shapes in their environment • Draw shapes to create pictures • Put together and take apart puzzles • Create designs using pattern blocks • Describe shapes in the environment using the words "same" and "different" • Use words such as "in," "on," and "under" to describe where an object is • Sort objects by size, shape or color 	<p>MA40 Begin to recognize, name, describe, build, and draw two and three dimensional shapes</p>	<p>M-GS.1.A Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.B Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve." M-GS.1.D Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. M-GS.1.E Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. M-GS.2.B Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. M-GS.2.C Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.D Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. M-GS.2.E Constructs common three-dimensional shapes (sphere, cone, cylinder, cube) with materials. PD.3.B With teacher modeling, draws circles, squares, and crosses.</p>
	<p>MA41 Put together and take apart increasingly more difficult puzzles</p>	<p>M-GS.2.AA Uses simple shape puzzles to create common two-dimensional shapes. M-GS.2.A Constructs any recognizable or unrecognizable shape with materials. PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p>

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"> • Build with blocks and describe structures • Recognize and name shapes in their environment • Draw shapes to create pictures • Put together and take apart puzzles • Create designs using pattern blocks • Describe shapes in the environment using the words "same" and "different" • Use words such as "in," "on," and "under" to describe where an object is • Sort objects by size, shape or color 	<p>MA42 Describe how shapes are the same or different (Ex: size, shape, color)</p>	<p>LL-LC.2.A Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p>LL-LC.3.D Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").</p> <p>M-GS.1.C Identifies and describes the properties of common two-dimensional shapes using words like "sides," "corners," "curve."</p> <p>M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p>M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p>
	<p>MA43 Demonstrate and describe positions of objects</p>	<p>M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects.</p> <p>M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.</p> <p>M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p>M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p>M-GS.3.D Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.</p> <p>M-GS.3.E 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"> Predict and create what comes next in a pattern made with blocks Notice patterns in stories and music Sort objects by color, shape, size Talk about what comes next in daily schedule 	MA44 Recognize, copy, and extend simple patterns with a variety of materials	M-PFA.3.AA Copies simple AB patterns through rhythm and movement. M-PFA.3.A Uses objects, rhythm, or movement to copy simple AB patterns. M-PFA.3.B Uses objects, rhythm, or movement to copy and extend simple AB patterns. M-PFA.3.C Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). M-PFA.3.D Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
	MA45 Arrange objects series according to one attribute size, texture, or color)	M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape. M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. M-PFA.2.A Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.B Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.C Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. M-PFA.2.D Uses ordinal numbers to order and describe relative position for up to three objects.
	MA46 Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)	M-M.2.AA Demonstrates understanding of familiar daily routines. M-M.2.A Sequences up to two to four steps in a familiar daily routine. M-M.2.B Demonstrates the understanding of daily routines (order and general length of components). M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. M-M.2.D Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).

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"> Predict and create what comes next in a pattern made with blocks Notice patterns in stories and music Sort objects by color, shape, size Talk about what comes next in daily schedule 	<p>MA47 Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)</p>	<p>M-PFA.1.AA Matches one item that is similar to a given group with a provided example.</p> <p>M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p>M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p> <p>M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).</p> <p>M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).</p>

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"> Measure objects such as a carpet using his/her feet, hands, yarn, blocks Measure objects such as a table with a ruler, yardstick, tape measure Use words such as shorter, taller, bigger, smaller, heavier, lighter to compare and sort objects Fill and empty different size containers with sand and/or water Use smaller containers to fill up larger containers 	<p>MA48 Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures</p>	<p>M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p>M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p>M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p>

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"> • Measure objects such as a carpet using his/her feet, hands, yarn, blocks • Measure objects such as a table with a ruler, yardstick, tape measure • Use words such as shorter, taller, bigger, smaller, heavier, lighter to compare and sort objects • Fill and empty different size containers with sand and/or water • Use smaller containers to fill up larger containers 	<p>MA49 Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)</p>	<p>M-M.1.A Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects.</p> <p>M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p> <p>M-M.1.C Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p>M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p>M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p>
	<p>MA50 Begin to compare and sort according to measurement attributes (length, size, weight)</p>	<p>M-M.1.B Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p> <p>M-M.1.D Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p> <p>M-M.1.E Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p> <p>M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).</p> <p>M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).</p> <p>M-PFA.1.A Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p>M-PFA.1.B Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p>

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"> • Participate in recording specific information about self (Ex: favorite color, ice cream or other topic of interest) • Display information collected on simple graph (Ex: collect leaves, sort leaves by color on graph or pie chart) • 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.) • Participate in group task that involves children identifying which graph represents "more" or "less" or "the same" • Make inferences from graphic examples (Ex: "Nobody likes broccoli and a lot of us like carrots.") 	<p>MA51 Begin to represent data using concrete objects, pictures, and simple graphs</p>	<p>M-DAP.2.AA Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.</p> <p>M-DAP.2.A Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sorts buttons by color).</p> <p>M-DAP.2.B Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat).</p> <p>M-DAP.2.C Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).</p> <p>M-DAP.2.D Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups.</p> <p>M-DAP.2.E Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares four groups.</p>
	<p>MA52 Begin to compare and interpret data collected</p>	<p>M-DAP.1.AA Verbally or nonverbally participates in graphing discussions.</p> <p>M-DAP.1.A Verbally or nonverbally participates in graphing discussions and demonstrates understanding of the purpose of a graph.</p> <p>M-DAP.1.B Visually compares the amounts in each category without counting. Identifies the category with more, less, or the same.</p> <p>M-DAP.1.C Counts and identifies which category has more, less, or if they are the same. Identifies if there is zero in a category.</p> <p>M-DAP.1.D Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?"</p> <p>M-DAP.1.E 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"> • Use senses to explore how things in the environment look, feel, sound, taste, and smell • Describe what he/she sees, feels, hears, tastes, or smells • Compare and contrast features of different objects; describe which senses are used (Ex: shell is rough, pickle is sour, kiwi is green inside) 	<p>SC31 Use senses in purposeful ways to gather information and explore the environment</p>	<p>SC-SP.1.AA Uses senses to observe the environment. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-LES.2.AA Uses senses to observe and respond to changes in the weather. PD.5.AA Uses senses to experience a variety of food during mealtimes. C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>
	<p>SC32 Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense</p>	<p>SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. PD.5.AA Uses senses to experience a variety of food during mealtimes. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.</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"> • Look at, feel, and describe a variety of objects (Ex: shells, pebbles, smooth sea glass, and egg cases from the beach) • Use tools such as shovels, rakes, spoons, measuring cups and spoons for dirt or sand • Explore objects that attract and repel magnets • Use magnifiers to carefully observe details of insects, leaves, shells, and other small objects • Explore funnels, sieves, and tubing during water and sand play 	<p>SC33 Express their curiosity and investigate questions of interest through play and exploration</p>	<p>C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts.</p> <p>ATL.3.AA Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p>ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work.</p> <p>ATL.3.B Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p>ATL.3.C Asks questions and seeks clarity after attempting a challenging task.</p> <p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-P.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p>
	<p>SC34 Use materials and tools appropriate for problem solving and exploration</p>	<p>SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment.</p> <p>SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars.</p> <p>C-ARTS.3.A Expresses self using a variety of art materials and tools.</p> <p>ATL.3.A 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"> • Ask "how" or "why" an event or phenomenon occurred • 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) • 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 • Describe changes that occur and communicate an understanding of results verbally and/or through drawing 	<p>SC35 Ask scientific questions</p>	<p>SC-SP.1.A With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.</p> <p>SC-SP.1.C With teacher guidance, begins to formulate own questions based on observations.</p> <p>SC-SP.1.D Formulates own science-oriented questions based on observations.</p> <p>SC-SP.1.E With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p>LL-LC.2.D Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p>
	<p>SC36 Investigate and explore their questions using observations and previous experience to make predictions</p>	<p>SC-SP.1.AA Uses senses to observe the environment.</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-SP.2.A Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge.</p> <p>SC-SP.2.B Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p>SC-SP.2.C With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p>SC-SP.2.D Makes hypotheses, and tests their hypotheses through experimentation.</p> <p>SC-SP.1.E 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"> • Ask "how" or "why" an event or phenomenon occurred • 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) • 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 • Describe changes that occur and communicate an understanding of results verbally and/or through drawing 	<p>SC37 Provide their own explanations for "how" and "why" things happen</p>	<p>SC-SP.2.E Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p> <p>SC-SP.3.A With teacher guidance, participates in recording scientific observations and data.</p> <p>SC-SP.3.B Begins to identify relevant information and collects and records information in own journal or paper.</p> <p>SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p>SC-SP.1.B Observes and describes cause and effect.</p> <p>SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.</p>
	<p>SC38 Use data from an investigation or exploration to draw conclusions and communicate results</p>	<p>SC-SP.3.C Draws conclusions on prior knowledge and recorded information.</p> <p>SC-SP.3.D Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.</p> <p>SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.</p>

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"> • Share observations about living things • Distinguish farm animals from wild animals or desert plants from forest plants • Identify adult animals and their offspring • Handle animals and plants gently and approach carefully • Recognize pet's need for food and water or plant's need for water and sun 	SC39 Observe, describe, and discuss the natural world of people, animals and plants	SC-LES.1.AA Notices and looks at the natural world around them. SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. SC-LES.4.AA Points to and observes animals in the environment. SC-LES.5.AA Points to and observes plants in the environment.
	SC40 Recognize categories of people, plants and animals; describe similarities and differences among them	SC-LES.4.A Identifies various animals. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.5.A Identifies various plants such as trees, flowers, bushes, and so on. SC-LES.5.B Identifies that plants are living and identifies characteristics and features of plants. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
	SC41 Recognize people, plants and animals grow and change over time and need certain things to survive	SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds having beaks so they can dig for worms. SC-LES.4.D Observes and describes habitats and life cycles. SC-LES.5.C Identifies that plants are living and describes the needs of plants. SC-LES.5.D Observes and describes plant habitats and life cycles. SOC.5.D Describes how people and things change over time and will continue to change into the future.
	SC42 Demonstrate respect for living things	SC-LES.4.E Describes and discusses the relationship between humans and animals. SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.

DOMAIN: SCIENCE

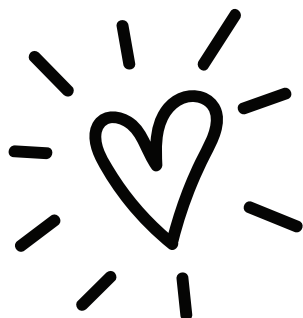
SUB-DOMAIN: SCIENTIFIC KNOWLEDGE – NON-LIVING THINGS

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"> • Share observations about non-living things such as rocks are hard, ice is cold • Sort objects by properties such as heavy vs. light, cold vs. hot • Show curiosity and manipulate objects and machines such as blocks and LEGOs, flashlights and battery toys; tricycles and wagons; telephones and computers • 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 	<p>SC43 Observe, describe and discuss physical properties of non-living things, both natural and human-made</p>	<p>SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>
	<p>SC44 Recognize categories of non-living things and describe similarities and differences among them</p>	<p>SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. M-PFA.1.C Sorts and groups objects based on more complex attributes such as function or category.</p>
	<p>SC45 Explore objects, machines, technology and structures</p>	<p>SC-P.1.AA Uses senses to explore the colors and textures of materials and objects in the environment. SC-P.1.A Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-P.1.B Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period. SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. ATL.3.A Explores a variety of available objects and materials to discover what they do and how they work. TECH.1.E Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively. SC-LES.3.E 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"> • Share observations about non-living things such as rocks are hard, ice is cold • Sort objects by properties such as heavy vs. light, cold vs. hot • Show curiosity and manipulate objects and machines such as blocks and LEGOs, flashlights and battery toys; tricycles and wagons; telephones and computers • 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 	<p>SC46 Experiment with effects of their own actions on objects</p>	<p>SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.</p> <p>SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.</p> <p>SC-P.2.C Discusses how to manipulate light to create shadows and reflections.</p> <p>SC-P.4.AA Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.</p> <p>SC-P.4.A With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled.</p> <p>SC-P.4.B With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction, or stop an object.</p> <p>SC-P.4.C With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps.</p> <p>SC-P.4.D Describes and discusses the motion of objects and that motion can change based on different factors.</p> <p>SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy.</p> <p>SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process.</p>



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"> • Observe that it is raining or note that trees are turning colors in the fall • Mix dirt and water to make mud; describe how sand and dirt feel different; discuss how oceans are different from ponds • 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 	<p>SC47 Observe, describe, and discuss changes in the seasons and the weather</p>	<p>SC-LES.2.AA Uses senses to observe and respond to changes in the weather. SC-LES.2.A Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. SC-LES.2.B Identifies seasons and observes and describes patterns and changes in the weather. SC-LES.2.C Compares and contrasts the different seasons. SC-LES.2.D Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. SC-LES.2.E Discusses the importance of weather forecasting to prepare for inclement or severe weather conditions.</p>
	<p>SC48 Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water)</p>	<p>SC-LES.1.E Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. SC-P.1.C Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. SC-P.1.D Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period. SC-P.1.E Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. SOC.4.B Recognizes and describes common geographical features within their region. SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.</p>
	<p>SC49 Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky</p>	<p>SC-LES.3.AA Points to and observes the sky. SC-LES.3.A Identifies objects in the sky, such as clouds, sun, moon, or stars. SC-LES.3.B Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. SC-LES.3.C Develops basic understanding about space, such as Earth is a planet and there are other planets. SC-LES.3.D Compares and contrasts Earth and space, such as people can breathe on Earth but not in space. SC-LES.3.E 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"> • Observe trash or litter where it does not belong and suggest picking it up • Pick up trash on playground; use both sides of paper; turn off water when brushing teeth; use recycling bins 	SC50 Explore how the environment is affected by what people do	SC-LES.5.E Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community.
	SC51 Describe and engage in activities that preserve the environment	SC-LES.1.D Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.



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"> • Draw family picture • Communicate information about family and events • Pretend to build structures to represent different types of homes during block play • Pretend to make various types of food during dramatic play • Respond to similarities or differences of others in a respectful way • Use positive words to describe characteristics of children (Ex: hair, skin tone, clothes, language) • Talk about his/her friends 	<p>MM31 Understand the concept of belonging to a family</p>	<p>SOC.1.AA Identifies and recognizes self and family members. SOC.1.A Understands family relationships in relation to self. SOC.1.B Discusses the activities or celebrations that their family does together. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>
	<p>MM32 Begin to develop an awareness of their family's culture</p>	<p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>

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"> • Draw family picture • Communicate information about family and events • Pretend to build structures to represent different types of homes during block play • Pretend to make various types of food during dramatic play • Respond to similarities or differences of others in a respectful way • Use positive words to describe characteristics of children (Ex: hair, skin tone, clothes, language) • Talk about his/her friends 	<p>MM33 Begin to develop an awareness of the cultures of other children and adults in their group and community</p>	<p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p>
	<p>MM34 Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)</p>	<p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p> <p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p>SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.</p>

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"> • Draw family picture • Communicate information about family and events • Pretend to build structures to represent different types of homes during block play • Pretend to make various types of food during dramatic play • Respond to similarities or differences of others in a respectful way • Use positive words to describe characteristics of children (Ex: hair, skin tone, clothes, language) • Talk about his/her friends 	<p>MM35 Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)</p>	<p>SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.</p> <p>SE.3.C Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p>SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p>SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p>SOC.1.A Understands family relationships in relation to self.</p> <p>SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</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"> • Communicate using terms to describe time (Ex: yesterday, today, tomorrow; and morning, afternoon; and before nap, after nap) • Convey information about personal history and/or family heritage from birth to present • Talk about current events in his/her family and community • Recall information about past events • Make predictions about future events (Ex: what will happen next) • Sequence events in order that they occurred 	<p>MM36 Develop emerging concept of time through daily schedule and routines</p>	<p>M-M.2.AA Demonstrates understanding of familiar daily routines.</p> <p>M-M.2.A Sequences up to two to four steps in a familiar daily routine.</p> <p>M-M.2.B Demonstrates the understanding of daily routines (order and general length of components).</p> <p>M-M.2.C Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.</p> <p>M-M.2.E 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"> • Communicate using terms to describe time (Ex: yesterday, today, tomorrow; and morning, afternoon; and before nap, after nap) • Convey information about personal history and/or family heritage from birth to present • Talk about current events in his/her family and community • Recall information about past events • Make predictions about future events (Ex: what will happen next) • Sequence events in order that they occurred 	MM37 Share their personal history including people, places, and events that take place in the past and the present	SOC.5.AA Begins to demonstrate an understanding of present experiences through concrete materials and visual supports. SOC.5.A Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. SOC.5.B Begins to sequence past and present experiences using visual supports.
	MM38 Talk about events that may happen in the near future	SOC.5.C Begins to use knowledge of past and present experiences to make predictions about the future. SOC.5.D Describes how people and things change over time and will continue to change into the future. SOC.5.E Begins to connect past and present experiences and describes events that have happened or will happen in the future.
	MM39 Begin to understand that things, people, and places change over time	SOC.5.D Describes how people and things change over time and will continue to change into the future.

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"> • Name street address • Name city and state in which he/she lives • Describe directionality and location (Ex: up, down, inside, outside, left, right) • Describe some features of environment in which he/she lives (Ex: house, apartment) • Describe features of earth (Ex: rocks, soil, air) • Explore natural resources (Ex: rocks, soil, plants, etc.) • Place trash in trash can rather than littering indoor or outdoor environment • Participate in activities to pick up or reduce amount of trash, including reusing and recycling materials • Use blocks, clay, and other materials to represent the natural environment 	MM40 Be familiar with information about where they live, including their address	SOC.4.AA Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. SOC.4.A Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). SOC.4.B Recognizes and describes common geographical features within their region. SE.3.A With adult support, verbally or nonverbally identifies something about themselves. SE.3.B With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
	MM41 Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/ outside, next to, beside, up/down, left/right)	M-GS.3.AA Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. M-GS.3.A Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. M-GS.3.B Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. M-GS.3.C Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. M-GS.3.E Demonstrates understanding of direction terms (e.g., "near," "far") using gestures or objects.
	MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)	SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. SOC.4.D Creates representations or maps of familiar places, such as classroom, community, or region. SOC.4.E Recognizes and describes different geographical features in other regions and discusses how they are the same and different.

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"> • Name street address • Name city and state in which he/she lives • Describe directionality and location (Ex: up, down, inside, outside, left, right) • Describe some features of environment in which he/she lives (Ex: house, apartment) • Describe features of earth (Ex: rocks, soil, air) • Explore natural resources (Ex: rocks, soil, plants, etc.) • Place trash in trash can rather than littering indoor or outdoor environment • Participate in activities to pick up or reduce amount of trash, including reusing and recycling materials • Use blocks, clay, and other materials to represent the natural environment 	MM43 Develop an awareness of the natural environment surrounding them outdoors	SC-LES.1.AA Notices and looks at the natural world around them. SC-LES.1.A Identifies different elements of nature, such as rocks, water, air, and leaves. SC-LES.1.B Demonstrates understanding of the difference between living and nonliving things. SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.
	MM44 Begin to understand the relationship between humans and the natural environment	SC-LES.1.C Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. SC-LES.1.D 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"> • Pretend to be different community helpers in the dramatic play center (dress up) • Help set table before snack • Assist another child, clean up toys • Help to develop classroom/early childhood group rules • 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) • Help with simple chores (Ex: prepare for snack by placing napkins on the table, or replace blocks on the shelf) 	MM45 Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.D Recognizes that people have different thoughts and opinions within a community. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.
	MM46 With support begin to develop problem solving skills	SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
	MM47 Help to create rules	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.9.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"> Pretend to be different community helpers in the dramatic play center (dress up) Help set table before snack Assist another child, clean up toys Help to develop classroom/early childhood group rules 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) Help with simple chores (Ex: prepare for snack by placing napkins on the table, or replace blocks on the shelf) 	MM45 Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs	SOC.2.A Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.D Recognizes that people have different thoughts and opinions within a community. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist.
	MM46 With support begin to develop problem solving skills	SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.A Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. SE.7.B When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. SE.7.C When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). SE.7.D With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). SE.7.E Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g., ask for help, compromise). Supports peers by suggesting solutions. ATL.5.D With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
	MM47 Help to create rules	SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.9.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"> Pretend to be different community helpers in the dramatic play center (dress up) Help set table before snack Assist another child, clean up toys Help to develop classroom/early childhood group rules 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) Help with simple chores (Ex: prepare for snack by placing napkins on the table, or replace blocks on the shelf) 	MM48 Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. SOC.2.D Recognizes that people have different thoughts and opinions within a community. SOC.2.E Shares how their thoughts, opinions, choices, and actions can impact their community. SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SE.5.D Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
	MM49 Perform simple tasks within the home, early childhood group, or community	SOC.1.C Discusses the importance of their own family and the roles and responsibilities of various individuals in the family. SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community. ATL.5.B Shifts between tasks or activities, including ending preferred activities, with adult support. PD.4.D Independently completes self-care and hygiene routines.
	MM50 Participate in group decision making	SOC.2.B Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. ATL.2.E Establishes rules with peers during play or structured activities (cooperative play). ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play). ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).

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"> • Use pretend money in dramatic play area to buy pretend food • Trade toys while playing • 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) 	MM51 Explore the concept of money, including what it is and how it is used	SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. SOC.3.E Discusses the purpose of saving money for a future purchase.
	MM52 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	SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. SOC.3.C Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. SOC.3.D Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
	MM53 Begin to understand how people make and consume goods and services	SOC.3.A Shows an understanding of supply and demand, such as, "We are out of paint at Art Easel. We need more." SOC.3.B Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. SOC.2.C Recognizes and describes that different people have different roles and responsibilities in the community.
	MM54 Begin to understand wants versus basic necessities	SOC.3.AA Verbally or nonverbally expresses wants and needs with simple phrases or gestures. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.

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"> • Sing songs, finger-plays, and rhymes • Play rhythm instruments • Listen to variety of CDs, include CDs from other cultures • Compose and recite rhymes • Clap, stomp, snap in patterns or to rhythm of music • Sing and move to <i>"If You're Happy and You Know It"</i> 	<p>CE31 Develop awareness of different musical instruments, tones patterns/rhythms and tempos</p>	<p>C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.C Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques.</p>
	<p>CE32 Initiate and recall patterns, songs, rhythms, and rhymes</p>	<p>C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.E Creates and performs original music or songs for others.</p>
	<p>CE33 Be exposed to music from other cultures</p>	<p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</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"> • Sing songs, finger-plays, and rhymes • Play rhythm instruments • Listen to variety of CDs, include CDs from other cultures • Compose and recite rhymes • Clap, stomp, snap in patterns or to rhythm of music • Sing and move to <i>"If You're Happy and You Know It"</i> 	<p>CE34 Sing a variety of simple songs in various keys</p>	<p>C-ARTS.4.AA Listens to a variety of music. C-ARTS.4.D Uses their voice or an instrument to express themselves and copy simple tempos. C-ARTS.4.E Creates and performs original music or songs for others. C-ARTS.4.B Sings a variety of songs within children's vocal range, independently and with others. ATL.6.AA Follows along with and participates in songs, chants, and simple stories. LL-PA.3.A 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"> • Use rhythm sticks and rhythm instruments • Dance to CDs with music from variety of cultures • Clap, stomp, and sway to music • Clap syllables for his/her name 	<p>CE35 Express through movement what is felt and heard in various rhythmic patterns</p>	<p>C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement.</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"> • Use rhythm sticks and rhythm instruments • Dance to CDs with music from variety of cultures • Clap, stomp, and sway to music • Clap syllables for his/her name 	<p>CE36 Demonstrate an awareness of different musical tempos, patterns, and beats through movement</p>	<p>C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. C-ARTS.1.B Recalls short, simple dances and movement sequences previously introduced by others. C-ARTS.1.C Creates short dances or movement sequences. C-ARTS.1.D Leads dances or movement sequences and demonstrates them to others. C-ARTS.1.E Creates and leads dances or movement sequences and begins to synchronize music with movement. C-ARTS.4.A Participates in a variety of music activities with different tempos, genres, and rhythms.</p>
	<p>CE37 Gain awareness of different cultures through experiences with a variety of music and movement activities</p>	<p>SOC.1.D Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. SOC.1.E Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. SE.3.D Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. SE.3.E Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p>
	<p>CE38 Experience and use movement to reinforce learning in other curricular areas</p>	<p>C-ARTS.1.AA Moves body spontaneously to music. C-ARTS.1.A Participates in guided movement activities by copying dances and movements introduced by others. PD.1.D 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"> • Paint with different materials (Ex: paint brush, tooth brush, feather, leaf) • Sculpt with variety of materials (Ex: play dough, clay, pipe cleaners) • View examples of classic works of art • Respond to prompts (Ex: "How does this picture make you feel?") 	CE39 Show interest using different art media and materials in a variety of ways for creative expression and representation	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
	CE40 Plan and create original drawings, paintings, models, and other art creations using a variety of media	C-ARTS.3.B Creates drawings, paintings, and models with an increasing level of detail. C-ARTS.3.C Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.
	CE41 Share experiences, ideas, and thoughts about artistic creations	C-ARTS.3.E Reviews their original art and makes changes to the final product. C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance.
	CE42 Use a variety of art materials and activities for sensory experiences	C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. C-ARTS.3.A Expresses self using a variety of art materials and tools.
	CE43 Express interest in and show respect for the creative work of others	C-ARTS.5.AA Shows enthusiasm and curiosity about different types of creative arts. C-ARTS.5.A Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others.

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"> • Paint with different materials (Ex: paint brush, tooth brush, feather, leaf) • Sculpt with variety of materials (Ex: play dough, clay, pipe cleaners) • View examples of classic works of art • Respond to prompts (Ex: "How does this picture make you feel?") 	<p>CE44 Express experiences and feelings through a variety of artistic processes and creations</p>	<p>C-ARTS.5.B Discusses their own artistic creations and chooses artwork for display or performance. C-ARTS.5.C Recognizes and discusses differences in artistic creations. C-ARTS.5.D Expresses opinions about the artistic creations and techniques of others. C-ARTS.3.A 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"> • Take restaurant orders • Converse with other adults and children • Engage in pretend play by acting out stories or real-life scenarios • Dress-up and engage in imaginative play 	<p>CE45 Represent fantasy and real-life experiences through pretend play</p>	<p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play. C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. ATL.1.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"> • Take restaurant orders • Converse with other adults and children • Engage in pretend play by acting out stories or real-life scenarios • Dress-up and engage in imaginative play 	CE46 Show imagination and creativity in play	<p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p>ATL.1.C Engages in individual verbal or nonverbal imaginative play or role-play.</p> <p>ATL.1.B Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play).</p>
	CE47 Participate in adult-guided dramatic activities	<p>ATL.2.B Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p>ATL.2.C Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p>ATL.2.D Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>

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">• Take restaurant orders• Converse with other adults and children• Engage in pretend play by acting out stories or real-life scenarios• Dress-up and engage in imaginative play	<p>CE48 Engage in cooperative pretend play with another child</p>	<p>C-ARTS.2.AA Engages briefly in, or observes others in, dramatic play.</p> <p>C-ARTS.2.A Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p>C-ARTS.2.B Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p>C-ARTS.2.C Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.D Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p>C-ARTS.2.E Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p>ATL.1.D Carries out familiar roles during individual or collaborative role-play.</p> <p>ATL.1.E Coordinates roles and carries out more complex stories during role-play.</p>

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"> • Shaping clay, hammering wood, using a paper punch, finger painting, stapling, cutting, using tableware, buttoning and snapping • 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) • Using crayons, pencils, markers, chalk, pencils, paintbrushes, keyboard and mouse 	<p>PD31 Develop strength, small-motor control, and coordination through daily activities</p>	<p>PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination.</p> <p>PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets.</p> <p>PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p>PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks.</p> <p>PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy.</p> <p>PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p> <p>PD.3.AA Uses crayons or markers with some coordination.</p> <p>PD.3.A Draws vertical and horizontal lines with a model using a fist grasp.</p> <p>PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs.</p> <p>PD.3.D Begins to use a tripod grasp when writing and copies complex designs.</p> <p>PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs.</p>

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"> • Shaping clay, hammering wood, using a paper punch, finger painting, stapling, cutting, using tableware, buttoning and snapping • 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) • Using crayons, pencils, markers, chalk, pencils, paintbrushes, keyboard and mouse 	<p>PD32 Develop and use eye-hand coordination to perform a variety of tasks</p>	<p>PD.3.AA Uses crayons or markers with some coordination. PD.3.A Draws vertical and horizontal lines with a model using a fistful grasp. PD.3.B With teacher modeling, draws circles, squares, and crosses. PD.3.C Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. PD.3.D Begins to use a tripod grasp when writing and copies complex designs. PD.3.E Consistently uses a tripod grasp when writing and copies and creates complex designs. PD.2.AA Uses two hands to hold containers. Stacks objects, such as blocks, with coordination. PD.2.A Uses hands and fingers to complete a variety of tasks, such as opening drawers and cabinets. PD.2.B Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. PD.2.C Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. PD.2.D Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. PD.2.E Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.</p>
	<p>PD33 Explore and experiment with a variety of tools</p>	<p>PD.3.AA Uses crayons or markers with some coordination. SOC.4.C Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. SC-SP.2.AA Uses senses and tools to explore and manipulate objects and materials in the environment. SC-LES.3.E Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. C-ARTS.3.AA Freely explores a variety of art materials and tools for sensory exploration. C-ARTS.3.A Expresses self using a variety of art materials and tools. C-ARTS.3.D Plans for and creates art using preferred art materials, tools, and techniques.</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"> Walking, climbing, running, jumping, hopping, galloping, pedaling, skipping, marching, and lying on stomach while doing fine-motor activities 	<p>PD34 Increase strength, balance, coordination, flexibility, stamina, and control in motor activities</p>	<p>PD.1AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p>PD.1A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p>PD.1D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>PD.1E 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"> 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 Navigate person space with peers Participate in throwing, catching, kicking, bouncing balls, riding a tricycle, using slide and swings 	<p>PD35 Demonstrate body and space awareness, to move and stop with control over speed and direction</p>	<p>PD.1AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p>PD.1A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p>PD.1D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>PD.1E 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">• 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• Navigate person space with peers• Participate in throwing, catching, kicking, bouncing balls, riding a tricycle, using slide and swings	<p>PD36 Develop the ability to coordinate increasingly complex movements</p>	<p>PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p>PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p>PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p>PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p>PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>



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"> • 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 • Actively play, dance to music, run, ride tricycles, climb on playground equipment or activities that increase his/her pulse and cause breathe deeply • Independently blow nose, using the toilet, washing their hands, brushing their teeth, and coughing and sneezing into their elbows 	<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. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. SC-LES.4.B Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. SC-LES.4.C Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. PD.4.D Independently completes self-care and hygiene routines. PD.4.E Understands and describes the importance of self-care and hygiene routines. PD.5.AA Uses senses to experience a variety of food during mealtimes. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy.</p>
<ul style="list-style-type: none"> • 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 • 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 	<p>PD38 Engage in daily physical activity, both indoors and outdoors</p>	<p>PD.1.AA Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls. PD.1.A Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. PD.1.B Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. PD.1.C Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. PD.1.D Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. PD.1.E Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p>

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"> • 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 • Actively play, dance to music, run, ride tricycles, climb on playground equipment or activities that increase his/her pulse and cause breathe deeply • Independently blow nose, using the toilet, washing their hands, brushing their teeth, and coughing and sneezing into their elbows • 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 • 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 	<p>PD39 Learn about and practice health and hygiene routines</p>	<p>PD.4.AA Begins to recognize and accept help in self-care and hygiene routines. PD.4.A With teacher guidance, follows self-care and hygiene routines. PD.4.B Demonstrates understanding of self-care and hygiene routines and begins to initiate. PD.4.C Completes self-care and hygiene routines with minimal assistance. PD.4.D Independently completes self-care and hygiene routines. PD.4.E Understands and describes the importance of self-care and hygiene routines.</p>
	<p>PD40 Experience and learn about healthy lifestyle practices</p>	<p>PD.5.AA Uses senses to experience a variety of food during mealtimes. PD.5.B Demonstrates understanding of types of food and preferences. PD.5.C Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. PD.5.D Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. PD.5.E Understands and describes different foods and how they give our bodies nutrients and energy. PD.4.E Understands and describes the importance of self-care and hygiene routines.</p>
	<p>PD41 Learn about and demonstrate safe behaviors and accident prevention</p>	<p>PD.6.AA Begins to recognize and accepts help in following safety procedures. PD.6.A With teacher guidance, follows safety procedures. PD.6.B Demonstrates understanding of safety procedures and begins to initiate. PD.6.C Independently follows safety procedures. PD.6.D Understands and describes the importance of safety procedures. PD.6.E Understands and describes how to get help when there are unsafe objects, substances, or behaviors.</p>

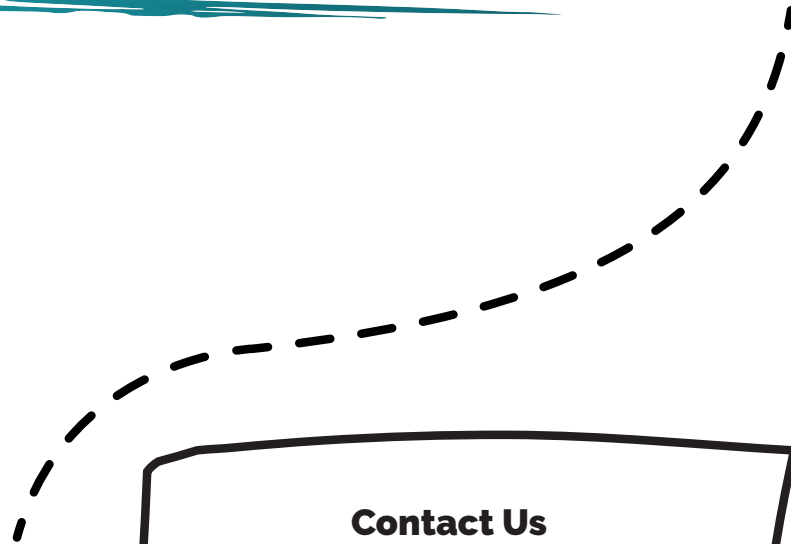
[illegible]A grid of dots with a stylized sun in the top right corner. The sun is composed of a central circle and several radiating lines of varying lengths, some solid and some dashed. The grid of dots is composed of small, light gray circles arranged in a regular pattern. The sun is located in the top right corner of the grid.



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