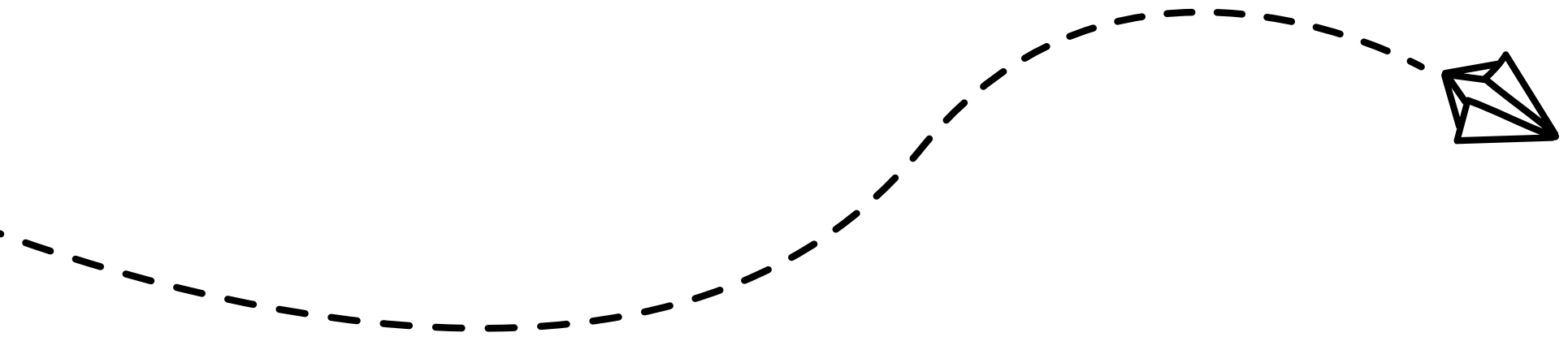


# Every Child Ready Standards & Head Start Early Learning Outcomes Framework Alignment





# **Every Child Ready Standards & Head Start Early Learning Outcomes Framework Alignment**





## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 1.</b> Child manages emotions with increasing independence.	36-48 Months	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	<b>SE.2.AA</b> Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. <b>SE.2.A</b> Coregulates emotion with one-on-one adult support. <b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
<b>P-ATL 1.</b> Child manages emotions with increasing independence.	48-60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	<b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.
<b>P-ATL 1.</b> Child manages emotions with increasing independence.	By 60 Months	Expresses emotions in ways that are appropriate to the situation.	<b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.
<b>P-ATL 1.</b> Child manages emotions with increasing independence.	By 60 Months	Looks for adult assistance when emotions are most intense.	<b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. <b>SE.2.E</b> Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.
<b>P-ATL 1.</b> Child manages emotions with increasing independence.	By 60 Months	Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.	<b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. <b>SE.2.E</b> Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.



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### SUBDOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 2.</b> Child follows classroom rules and routines with increasing independence.	36-48 Months	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	<b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders. <b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., "do" and "don't" commands). <b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities. <b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities. <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate. <b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance. <b>M-M.2.AA</b> Demonstrates understanding of familiar daily routines.
<b>P-ATL 2.</b> Child follows classroom rules and routines with increasing independence.	48-60 Months	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	<b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components). <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders. <b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities. <b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities. <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance.
<b>P-ATL 2.</b> Child follows classroom rules and routines with increasing independence.	By 60 Months	Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	<b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities. <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.
<b>P-ATL 2.</b> Child follows classroom rules and routines with increasing independence.	By 60 Months	Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.	<b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities. <b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components). <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>PD.4.D</b> Independently completes self-care and hygiene routines.



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### SUBDOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 2.</b> Child follows classroom rules and routines with increasing independence.	By 60 Months	Responds to signals when transitioning from one activity to another.	<b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders. <b>ATL.5.B</b> Shifts between tasks or activities, including ending preferred activities, with adult support. <b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.
<b>P-ATL 3.</b> Child appropriately handles and takes care of classroom materials.	36–48 Months	Handles classroom materials, such as putting them where they belong, with adult support.	<b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities. <b>PD.6.A</b> With teacher guidance, follows safety procedures. <b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate. <b>Tech.2.A</b> Begins to hold and care for technology appropriately with adult support. <b>Tech.2.B</b> Independently holds and cares for technology appropriately. <b>ATL.9.AA</b> Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).
<b>P-ATL 3.</b> Child appropriately handles and takes care of classroom materials.	48–60 Months	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	<b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities. <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play). <b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate. <b>PD.6.C</b> Independently follows safety procedures. <b>Tech.2.A</b> Begins to hold and care for technology appropriately with adult support. <b>Tech.2.B</b> Independently holds and cares for technology appropriately. <b>Tech.2.D</b> Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time. <b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity. <b>ATL.9.AA</b> Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 3.</b> Child appropriately handles and takes care of classroom materials.	By 60 Months	Appropriately handles materials during activities.	<p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>PD.6.C</b> Independently follows safety procedures.</p> <p><b>Tech.2.A</b> Begins to hold and care for technology appropriately with adult support.</p> <p><b>Tech.2.B</b> Independently holds and cares for technology appropriately.</p> <p><b>Tech.2.D</b> Demonstrates safe behaviors, such as accessing only approved applications or websites and disconnects from the screen after a set amount of time.</p>
<b>P-ATL 3.</b> Child appropriately handles and takes care of classroom materials.	By 60 Months	Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.	<p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>PD.6.C</b> Independently follows safety procedures.</p> <p><b>Tech.2.A</b> Begins to hold and care for technology appropriately with adult support.</p> <p><b>Tech.2.B</b> Independently holds and cares for technology appropriately.</p> <p><b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.</p> <p><b>ATL.9.AA</b> Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).</p>
<b>P-ATL 4.</b> Child manages actions, words, and behavior with increasing independence.	36–48 Months	Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	<p><b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation.</p> <p><b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p><b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., “do” and “don’t” commands).</p> <p><b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities.</p> <p><b>ATL.8.AA</b> Self-selects toy, activity, or Center to engage in when provided with choices.</p> <p><b>ATL.8.A</b> With one to one adult support, completes steps of a simple task or project (two to three steps).</p>



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### SUBDOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 4.</b> Child manages actions, words, and behavior with increasing independence.	48–60 Months	Manages own actions, words, and behavior with occasional support from adults.	<p><b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities.</p> <p><b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.</p> <p><b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).</p> <p><b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions.</p> <p><b>ATL.8.AA</b> Self-selects toy, activity, or Center to engage in when provided with choices.</p> <p><b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</p>
<b>P-ATL 4.</b> Child manages actions, words, and behavior with increasing independence.	By 60 Months	Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.	<p><b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p><b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts coregulation assistance when needed.</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p><b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions.</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p>
<b>P-ATL 4.</b> Child manages actions, words, and behavior with increasing independence.	By 60 Months	Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.	<p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.</p>



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 4.</b> Child manages actions, words, and behavior with increasing independence.	By 60 Months	Waits for turn, such as waits in line to wash hands or waits for turn on swings.	<b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. <b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.
<b>P-ATL 4.</b> Child manages actions, words, and behavior with increasing independence.	By 60 Months	Refrains from aggressive behavior towards others.	<b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. <b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts co-regulation assistance when needed. <b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.
<b>P-ATL 4.</b> Child manages actions, words, and behavior with increasing independence.	By 60 Months	Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.	<b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community. <b>SE.2.E</b> Supports peers in regulating their emotions through coregulation. Seeks and accepts co-regulation assistance when needed. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. <b>SC-SP.1.B</b> Observes and describes cause and effect. <b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.

## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: COGNITIVE SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 5.</b> Child demonstrates an increasing ability to control impulses.	36–48 Months	Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	<b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., “do” and “don’t” commands). <b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities. <b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: COGNITIVE SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 5.</b> Child demonstrates an increasing ability to control impulses.	48–60 Months	Sometimes controls impulses independently, while at other times needs support from an adult.	<b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities. <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., “do” and “don’t” commands). <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
<b>P-ATL 5.</b> Child demonstrates an increasing ability to control impulses.	By 60 Months	Stops an engaging activity to transition to another less desirable activity with adult guidance and support.	<b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>ATL.5.AA</b> Stops preferred activities with one on one assistance or coregulation. <b>ATL.5.B</b> Shifts between tasks or activities, including ending preferred activities, with adult support. <b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders. <b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.
<b>P-ATL 5.</b> Child demonstrates an increasing ability to control impulses.	By 60 Months	Delays having desires met, such as agreeing to wait turn to start an activity.	<b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior. <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.
<b>P-ATL 5.</b> Child demonstrates an increasing ability to control impulses.	By 60 Months	Without adult reminders, waits to communicate information to a group.	<b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior. <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).



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Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 5.</b> Child demonstrates an increasing ability to control impulses.	By 60 Months	Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.	<b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions. <b>ATL.7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior. <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
<b>P-ATL 6.</b> Child maintains focus and sustains attention with minimal adult support.	36–48 Months	With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	<b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories. <b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes). <b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes). <b>ATL.6.D</b> Refocuses attention to independent or group activity after minor distraction. <b>SE.6.AA</b> Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support. <b>SE.6.A</b> With explicit adult instruction and modeling, completes a task alongside teacher support.
<b>P-ATL 6.</b> Child maintains focus and sustains attention with minimal adult support.	48–60 Months	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	<b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes). <b>ATL.6.C</b> Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). <b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes). <b>ATL.6.D</b> Refocuses attention to independent or group activity after minor distraction. <b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
<b>P-ATL 6.</b> Child maintains focus and sustains attention with minimal adult support.	By 60 Months	Maintains focus on activities for extended periods of time, such as 15 minutes or more.	<b>ATL.6.D</b> Refocuses attention to independent or group activity after minor distraction. <b>ATL.6.C</b> Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). <b>ATL.6.E</b> Attends to activities or peer engagement for extended periods of time (30+ minutes).



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<b>P-ATL 6.</b> Child maintains focus and sustains attention with minimal adult support.	By 60 Months	Engages in purposeful play for extended periods of time.	<b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes). <b>ATL.6.E</b> Attends to activities or peer engagement for extended periods of time (30+ minutes). <b>ATL.1.AA</b> Engages in exploratory or sensory play.
<b>P-ATL 6.</b> Child maintains focus and sustains attention with minimal adult support.	By 60 Months	Attends to adult during large and small group activities with minimal support.	<b>ATL.6.D</b> Refocuses attention to independent or group activity after minor distraction. <b>ATL.6.E</b> Attends to activities or peer engagement for extended periods of time (30+ minutes). <b>ATL.6.C</b> Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).
<b>P-ATL 7.</b> Child persists in tasks.	36–48 Months	Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	<b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.
<b>P-ATL 7.</b> Child persists in tasks.	48–60 Months	Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	<b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task. <b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes). <b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes). <b>ATL.6.C</b> Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). <b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. <b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.



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<b>P-ATL 7.</b> Child persists in tasks.	By 60 Months	Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.	<p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p><b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p>
<b>P-ATL 7.</b> Child persists in tasks.	By 60 Months	Returns with focus to an activity or project after having been away from it.	<p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>ATL.8.E</b> Plans simple steps for future activity goal.</p> <p><b>ATL.9.C</b> Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p> <p><b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance.</p> <p><b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p>
<b>P-ATL 8.</b> Child holds information in mind and manipulates it to perform tasks.	36–48 Months	Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	<p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>ATL.8.A</b> With one to one adult support, completes steps of a simple task or project (two to three steps).</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p> <p><b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities.</p>



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: COGNITIVE SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 8.</b> Child holds information in mind and manipulates it to perform tasks.	48–60 Months	Holds an increasing amount of information in mind in order to successfully complete tasks.	<b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project. <b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan. <b>ATL.9.C</b> Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).
<b>P-ATL 8.</b> Child holds information in mind and manipulates it to perform tasks.	By 60 Months	Accurately recounts recent experiences in the correct order and includes relevant details.	<b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence. <b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures. <b>M-M.2.A</b> Sequences up to two to four steps in a familiar daily routine. <b>M-M.2.B</b> Demonstrates the understanding of daily routines (order and general length of components).
<b>P-ATL 8.</b> Child holds information in mind and manipulates it to perform tasks.	By 60 Months	Successfully follows detailed, multi-step directions, sometimes with reminders.	<b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions. <b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>ATL.9.D</b> With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). <b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).
<b>P-ATL 8.</b> Child holds information in mind and manipulates it to perform tasks.	By 60 Months	Remembers actions to go with stories or songs shortly after being taught.	<b>ATL.9.D</b> With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). <b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories. <b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization) <b>C-ARTS.1.B</b> Recalls short, simple dances and movement sequences previously introduced by others. <b>LL-NC.3.AA</b> Joins in acting out a book as it's read aloud.



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: COGNITIVE SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 9.</b> Child demonstrates flexibility in thinking and behavior.	36–48 Months	Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	<b>ATL.5.AA</b> Stops preferred activities with one on one assistance or coregulation. <b>ATL.5.A</b> Transitions between activities that are part of the routine school day with adult reminders. <b>ATL.5.B</b> Shifts between tasks or activities, including ending preferred activities, with adult support. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
<b>P-ATL 9.</b> Child demonstrates flexibility in thinking and behavior.	48–60 Months	Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	<b>ATL.5.B</b> Shifts between tasks or activities, including ending preferred activities, with adult support. <b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning. <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity. <b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). <b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. <b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task. <b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.
<b>P-ATL 9.</b> Child demonstrates flexibility in thinking and behavior.	By 60 Months	Tries different strategies to complete work or solve problems, including with other children.	<b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). <b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions. <b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity. <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. <b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project.



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: COGNITIVE SELF-REGULATION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 9.</b> Child demonstrates flexibility in thinking and behavior.	By 60 Months	Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.	<b>ATL5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity. <b>ATL5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning. <b>ATL5.A</b> Transitions between activities that are part of the routine school day with adult reminders. <b>ATL9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities. <b>LL-LC.4.E</b> Modifies conversations based on the context or listener. <b>ATL7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).
<b>P-ATL 9.</b> Child demonstrates flexibility in thinking and behavior.	By 60 Months	Transitions between activities without getting upset.	<b>ATL5.A</b> Transitions between activities that are part of the routine school day with adult reminders. <b>ATL5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity. <b>ATL5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.

## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: INITIATIVE AND CURIOSITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 10.</b> Child demonstrates initiative and independence.	36–48 Months	Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	<b>SE.6.AA</b> Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support. <b>SE.6.A</b> With explicit adult instruction and modeling, completes a task alongside teacher support. <b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. <b>ATL8.A</b> With one to one adult support, completes steps of a simple task or project (two to three steps). <b>ATL8.B</b> Uses adult-created organization tools to complete steps of a simple task or project. <b>ATL6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes). <b>ATL6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes). <b>ATL3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: INITIATIVE AND CURIOSITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 10.</b> Child demonstrates initiative and independence.	48–60 Months	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	<p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>ATL.6.B</b> Sustains attention in an assigned task for a brief amount of time (5–10 minutes).</p> <p><b>ATL.6.A</b> Sustains interest in a preferred task for a brief amount of time (5–10 minutes).</p> <p><b>ATL.6.C</b> Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes).</p> <p><b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.</p> <p><b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities.</p> <p><b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.</p>
<b>P-ATL 10.</b> Child demonstrates initiative and independence.	By 60 Months	Engages in independent activities.	<p><b>SE.6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.</p> <p><b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.</p>
<b>P-ATL 10.</b> Child demonstrates initiative and independence.	By 60 Months	Makes choices and communicates these to adults and other children.	<p><b>ATL.8.AA</b> Self-selects toy, activity, or Center to engage in when provided with choices.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>ATL.1.D</b> Carries out familiar roles during individual or collaborative role-play.</p> <p><b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p>



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: INITIATIVE AND CURIOSITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 10.</b> Child demonstrates initiative and independence.	By 60 Months	Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.	<b>ATL.8.D</b> Creates and follows through with simple plans independently. <b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques. <b>ATL.8.AA</b> Self-selects toy, activity, or Center to engage in when provided with choices. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.
<b>P-ATL 10.</b> Child demonstrates initiative and independence.	By 60 Months	Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.	<b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently. <b>ATL.8.D</b> Creates and follows through with simple plans independently. <b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques <b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play.
<b>P-ATL 11.</b> Child shows interest in and curiosity about the world around them.	36–48 Months	Seeks out new information and explores new play and tasks with adult support.	<b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>ATL.1.AA</b> Engages in exploratory or sensory play.



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: INITIATIVE AND CURIOSITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 11.</b> Child shows interest in and curiosity about the world around them.	48–60 Months	Seeks out new information and explores new play and tasks both independently and with adult support.	<b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task. <b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>ATL.1.AA</b> Engages in exploratory or sensory play.
<b>P-ATL 11.</b> Child shows interest in and curiosity about the world around them.	By 60 Months	Asks questions and seeks new information.	<b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. <b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work. <b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own.
<b>P-ATL 11.</b> Child shows interest in and curiosity about the world around them.	By 60 Months	Is willing to participate in new activities or experiences even if they are perceived as challenging.	<b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. <b>ATL.3.E</b> Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. <b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities.
<b>P-ATL 11.</b> Child shows interest in and curiosity about the world around them.	By 60 Months	Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	<b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL.3.A</b> Explores a variety of available objects and materials to discover what they do and how they work.



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: CREATIVITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 12.</b> Child expresses creativity in thinking and communication.	36–48 Months	Responds to adults' prompts to express creative ideas in words and/or actions.	<p><b>Tech.1.D</b> With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.</p> <p><b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p>
<b>P-ATL 12.</b> Child expresses creativity in thinking and communication.	48–60 Months	Communicates creative ideas and actions both with and without prompting from adults.	<p><b>C-ARTS.1.C</b> Creates short dances or movement sequences.</p> <p><b>C-ARTS.2.B</b> Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play.</p> <p><b>C-ARTS.4.B</b> Sings a variety of songs within children's vocal range, independently and with others.</p>
<b>P-ATL 12.</b> Child expresses creativity in thinking and communication.	By 60 Months	Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.	<p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.</p>
<b>P-ATL 12.</b> Child expresses creativity in thinking and communication.	By 60 Months	Approaches tasks, activities, and play in ways that show creative problem solving.	<p><b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).</p> <p><b>Tech.1.E</b> Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p><b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p><b>ATL.8.E</b> Plans simple steps for future activity goal.</p>
<b>P-ATL 12.</b> Child expresses creativity in thinking and communication.	By 60 Months	Uses multiple means of communication to creatively express thoughts, feelings, or ideas.	<p><b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary.</p> <p><b>Tech.1.E</b> Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.</p> <p><b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought.</p> <p><b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.</p>



## DOMAIN: APPROACHES TO LEARNING

### SUBDOMAIN: CREATIVITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-ATL 13.</b> Child uses imagination in play and interactions with others.	36–48 Months	Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	<b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. <b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). <b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. <b>LL-NC.4.A</b> Describes or reenacts one event in a personal narrative using a simple phrase. <b>C-ARTS.3.A</b> Expresses self using a variety of art materials and tools. <b>C-ARTS.4.E</b> Creates and performs original music or songs for others. <b>C-ARTS.1.AA</b> Moves body spontaneously to music.
<b>P-ATL 13.</b> Child uses imagination in play and interactions with others.	48–60 Months	Develops more elaborate imaginary play, stories, and other creative works with children and adults.	<b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play. <b>C-ARTS.4.E</b> Creates and performs original music or songs for others. <b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. <b>C-ARTS.1.C</b> Creates short dances or movement sequences. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques.
<b>P-ATL 13.</b> Child uses imagination in play and interactions with others.	By 60 Months	Engages in social and pretend play.	<b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). <b>ATL.1.E</b> Coordinates roles and carries out more complex stories during role-play. <b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).
<b>P-ATL 13.</b> Child uses imagination in play and interactions with others.	By 60 Months	Uses imagination with materials to create stories or works of art.	<b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. <b>C-ARTS.1.D</b> Leads dances or movement sequences and demonstrates them to others. <b>C-ARTS.3.D</b> Plans for and creates art using preferred art materials, tools, and techniques. <b>C-ARTS.4.E</b> Creates and performs original music or songs for others.
<b>P-ATL 13.</b> Child uses imagination in play and interactions with others.	By 60 Months	Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	<b>ATL.1.B</b> Participates in short sequences of imaginative play and uses materials creatively to represent different objects (symbolic play). <b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.



## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: ATTENDING AND UNDERSTANDING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 1.</b> Child attends to communication and language from others.	36–48 Months	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	<p><b>LL-LC.4.AA</b> Communicates with peers and teachers using nonverbal gestures like pointing, shrugging shoulders, or giving a thumbs-up.</p> <p><b>LL-LC.4.A</b> Initiates a brief verbal or nonverbal social interaction with adults or peers engaging in a one-way interaction.</p> <p><b>LL-LC.4.B</b> Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.</p> <p><b>LL-LC.1.AA</b> Points to familiar objects, people, body parts, or emotions.</p> <p><b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects.</p> <p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p>
<b>P-LC 1.</b> Child attends to communication and language from others.	48–60 Months	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	<p><b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p><b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p><b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p>
<b>P-LC 1.</b> Child attends to communication and language from others.	By 60 Months	Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.	<p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers.</p> <p><b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p>



## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: ATTENDING AND UNDERSTANDING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 1.</b> Child attends to communication and language from others.	By 60 Months	Shows ongoing connection to a conversation, group discussion, or presentation.	<p><b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p><b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p>
<b>P-LC 2.</b> Child understands and responds to increasingly complex communication and language from others.	36–48 Months	Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	<p><b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects.</p> <p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p><b>LL-NC.1.C</b> Identifies and answers questions about events in a story.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p> <p><b>LL-NC.1.AA</b> Identifies characters in a simple story.</p> <p><b>LL-NC.1.B</b> Identifies the setting in a story.</p>
<b>P-LC 2.</b> Child understands and responds to increasingly complex communication and language from others.	48–60 Months	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	<p><b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.</p> <p><b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before.</p> <p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic.</p> <p><b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p><b>LL-NC.1.C</b> Identifies and answers questions about events in a story.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p>



## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: ATTENDING AND UNDERSTANDING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 2.</b> Child understands and responds to increasingly complex communication and language from others.	By 60 Months	Shows an ability to recall (in order) multiple step directions.	<b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions. <b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description.
<b>P-LC 2.</b> Child understands and responds to increasingly complex communication and language from others.	By 60 Months	Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/ Why?"	<b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions. <b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. <b>LL-LC.2.B</b> Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. <b>LL-LC.2.C</b> Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers.
<b>P-LC 2.</b> Child understands and responds to increasingly complex communication and language from others.	By 60 Months	Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.	<b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions. <b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. <b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story. <b>SC-SP.1.C</b> Observes and describes cause and effect.
<b>P-LC 2.</b> Child understands and responds to increasingly complex communication and language from others.	By 60 Months	Shows an understanding of talk related to the past or future.	<b>SOC.5.C</b> Begins to use knowledge of past and present experiences to make predictions about the future. <b>M-M.2.C</b> Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. <b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future. <b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future.



## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: ATTENDING AND UNDERSTANDING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 2.</b> Child understands and responds to increasingly complex communication and language from others.	By 60 Months	Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.	<p><b>LL-LC.1.D</b> Shows understanding of more complex sentences or questions through actions, such as following three-step directions.</p> <p><b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.</p> <p><b>LL-NC.5.A</b> Listens and responds to a wide variety of informational texts read aloud.</p> <p><b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.</p> <p><b>LL-LC.5.E</b> Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").</p>

## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: COMMUNICATING AND SPEAKING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 3.</b> Child varies the amount of information provided to meet the demands of the situation.	36–48 Months	Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	<p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p><b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p><b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p><b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment.</p> <p><b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p>



## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: COMMUNICATING AND SPEAKING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 3.</b> Child varies the amount of information provided to meet the demands of the situation.	48–60 Months	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	<p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers.</p> <p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.</p> <p><b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p>
<b>P-LC 3.</b> Child varies the amount of information provided to meet the demands of the situation.	By 60 Months	Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	<p><b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.</p> <p><b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks.</p> <p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p><b>ATL.3.C</b> Asks questions and seeks clarity after attempting a challenging task.</p> <p><b>ATL.3.D</b> Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed.</p>
<b>P-LC 3.</b> Child varies the amount of information provided to meet the demands of the situation.	By 60 Months	Uses language, spoken or sign, to clarify a word or statement when misunderstood.	<p><b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.</p> <p><b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.</p> <p><b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.</p> <p><b>LL-LC.3.E</b> Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.</p>



## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: COMMUNICATING AND SPEAKING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 3.</b> Child varies the amount of information provided to meet the demands of the situation.	By 60 Months	Children who are DLLs may switch between their languages.	Children are encouraged to use their home language throughout the day. Every Child Ready is also provided in both English and Spanish.
<b>P-LC 4.</b> Child understands, follows, and uses appropriate social and conversational rules.	36–48 Months	Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	<b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. <b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. <b>LL-LC.4.E</b> Modifies conversations based on the context or listener.
<b>P-LC 4.</b> Child understands, follows, and uses appropriate social and conversational rules.	48–60 Months	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	<b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. <b>LL-LC.4.E</b> Modifies conversations based on the context or listener.
<b>P-LC 4.</b> Child understands, follows, and uses appropriate social and conversational rules.	By 60 Months	Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.	<b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. <b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. <b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.
<b>P-LC 4.</b> Child understands, follows, and uses appropriate social and conversational rules.	By 60 Months	With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	<b>LL-LC.4.E</b> Modifies conversations based on the context or listener. <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.



## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: COMMUNICATING AND SPEAKING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 5.</b> Child expresses self in increasingly long, detailed, and sophisticated ways.	36–48 Months	Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.	<b>LL-LC.5.B</b> Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., “Armel throws the ball”). <b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence.
<b>P-LC 5.</b> Child expresses self in increasingly long, detailed, and sophisticated ways.	48–60 Months	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	<b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., “Armel throws the blue ball”). <b>LL-LC.5.D</b> Uses complex sentence with correct word order and syntax. Begins to use prepositions (i.e., “Armel throws the round blue ball on the roof”). <b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic. <b>LL-LC.2.B</b> Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers. <b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers.
<b>P-LC 5.</b> Child expresses self in increasingly long, detailed, and sophisticated ways.	By 60 Months	Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.	<b>LL-LC.5.C</b> Continues to develop more complex sentences by using adjectives (i.e., “Armel throws the blue ball”). <b>LL-LC.5.D</b> Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., “Armel throws the round blue ball on the roof”). <b>LL-LC.5.E</b> Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., “Armel threw the blue ball, and it got stuck on the roof”). <b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports. <b>SOC.5.E</b> Begins to connect past and present experiences and describes events that have happened or will happen in the future.
<b>P-LC 5.</b> Child expresses self in increasingly long, detailed, and sophisticated ways.	By 60 Months	Typically, uses complete sentences of more than five words with complex structures, such as sentences involving sequence and causal relations.	<b>LL-LC.5.E</b> Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., “Armel threw the blue ball, and it got stuck on the roof”). <b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information. <b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story. <b>M-M.2.A</b> Sequences up to two to four steps in a familiar daily routine. <b>SOC.5.B</b> Begins to sequence past and present experiences using visual supports.



## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: COMMUNICATING AND SPEAKING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 5.</b> Child expresses self in increasingly long, detailed, and sophisticated ways.	By 60 Months	Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.	<b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). <b>LL-NC.1.C</b> Identifies and answers questions about events in a story. <b>SOC.5.D</b> Describes how people and things change over time and will continue to change into the future. <b>M-M.2.A</b> Sequences up to two to four steps in a familiar daily routine. <b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence. <b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.

## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: VOCABULARY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 6.</b> Child understands and uses a wide variety of words for a variety of purposes.	36–48 Months	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	<b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions. <b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment.
<b>P-LC 6.</b> Child understands and uses a wide variety of words for a variety of purposes.	48–60 Months	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	<b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary. <b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment. <b>LL-LC.1.E</b> Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification. <b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.



## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: VOCABULARY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 6.</b> Child understands and uses a wide variety of words for a variety of purposes.	By 60 Months	Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities.	<b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions.
<b>P-LC 6.</b> Child understands and uses a wide variety of words for a variety of purposes.	By 60 Months	Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.	<b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions. <b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content. <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.
<b>P-LC 6.</b> Child understands and uses a wide variety of words for a variety of purposes.	By 60 Months	With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life-cycle of caterpillars, or "cylinder" when learning about 3-D shapes.	<b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions. <b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").
<b>P-LC 6.</b> Child understands and uses a wide variety of words for a variety of purposes.	By 60 Months	With support, forms guesses about the meaning of new words from context clues.	<b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). <b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content. <b>LL-LC.1.C</b> Responds to more complex sentences that include descriptive words for unrelated requests they may not have heard before. <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary.



## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: VOCABULARY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 7.</b> Child shows understanding of word categories and relationships among words.	36–48 Months	Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	<b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape. <b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.
<b>P-LC 7.</b> Child shows understanding of word categories and relationships among words.	48–60 Months	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	<b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category. <b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. <b>SC-LES.1.A</b> Identifies different elements of nature, such as rocks, water, air and leaves. <b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things. <b>SC-LES.2.A</b> Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. <b>SC-LES.2.B</b> Identifies seasons and observes and describes patterns and changes in the weather. <b>SC-LES.3.A</b> Identifies objects in the sky, such as clouds, sun, moon, or stars. <b>SC-LES.4.A</b> Identifies various animals. <b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.
<b>P-LC 7.</b> Child shows understanding of word categories and relationships among words.	By 60 Months	Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.	<b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category. <b>SC-LES.2.C</b> Compares and contrasts the different seasons. <b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. <b>SC-LES.2.A</b> Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. <b>SC-LES.4.A</b> Identifies various animals. <b>SC-LES.5.A</b> Identifies various plants such as trees, flowers, bushes, and so on.
<b>P-LC 7.</b> Child shows understanding of word categories and relationships among words.	By 60 Months	Discusses new words in relation to known words and word categories, such as "It fell to the bottom when it sank," or "When you hop it's like jumping on one leg," or "The bear and fox are both wild animals."	<b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). <b>LL-LC.3.E</b> Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.



## DOMAIN: LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

### SUBDOMAIN: VOCABULARY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LC 7.</b> Child shows understanding of word categories and relationships among words.	By 60 Months	Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.	<b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan. <b>SC-LES.2.C</b> Compares and contrasts the different seasons. <b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants. <b>SOC.4.E</b> Recognizes and describes different geographical features in other regions and discusses how they are the same and different. <b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.
<b>P-LC 7.</b> Child shows understanding of word categories and relationships among words.	By 60 Months	Identifies key common antonyms, such as black/white or up/down. Identifies one or two synonyms for very familiar words, such as glad or happy.	<b>SC-LES.1.B</b> Demonstrates understanding of the difference between living and nonliving things. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love"). <b>LL-LC.3.E</b> Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases.
<b>P-LC 7.</b> Child shows understanding of word categories and relationships among words.	By 60 Months	Shows an ability to distinguish similar words, such as "I don't like it, I love it!" or "It's more than tall, it's gigantic," or "It's so cold, it's frosty."	<b>LL-LC.3.E</b> Uses various resources to identify new meanings for familiar words or clarify the meaning of unknown words and phrases. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns ("friendship") and verbs ("love").

## DOMAIN: LANGUAGE AND LITERACY: LITERACY

### SUBDOMAIN: PHONOLOGICAL AWARENESS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LIT 1.</b> Child demonstrates awareness that spoken language is composed of smaller segments of sound.	36–48 Months	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	<b>LL-PA.3.A</b> Listens to and sings favorite classroom songs with simple rhyme patterns like "Twinkle, Twinkle Little Star." <b>LL-PA.3.B</b> Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." <b>LL-PA.4.AA</b> Listens to and repeats the correct beginning sounds. <b>LL-PA.4.A</b> Identifies the initial consonant sounds in familiar words (no blends and digraphs). <b>LL-PA.4.B</b> Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). <b>LL-PA.6.AA</b> Participates in phoneme activities with teachers. <b>LL-PA.6.A</b> Repeats an individual sound.



## DOMAIN: LANGUAGE AND LITERACY: LITERACY

### SUBDOMAIN: PHONOLOGICAL AWARENESS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LIT 1.</b> Child demonstrates awareness that spoken language is composed of smaller segments of sound.	48–60 Months	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.	<p><b>LL-PA.3.C</b> Identifies if two words rhyme when given in a pair. For example, “My words are ‘cat’ and ‘hat.’ Do these two words rhyme? My words are ‘cat’ and ‘pan.’ Do these two words rhyme?”</p> <p><b>LL-PA.2.B</b> Segments the syllables in one- and two-syllable words verbally or nonverbally.</p> <p><b>LL-PA.2.C</b> Segments the syllables in three- and four-syllable words verbally or nonverbally.</p> <p><b>LL-PA.6.B</b> Blends a two-phoneme word with teacher support.</p> <p><b>LL-PA.6.C</b> Segments a two-phoneme word.</p> <p><b>LL-PA.6.D</b> Blends three phonemes in familiar CVC words.</p> <p><b>LL-PA.6.E</b> Segments three phonemes in familiar CVC words to identify the individual phonemes.</p> <p><b>LL-PA.3.B</b> Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, “Twinkle, twinkle little star. How I wonder what you ____.”</p> <p><b>LL-PA.2.A</b> Repeats multisyllabic words or participates in games and word play involving multisyllabic words.</p>
<b>P-LIT 1.</b> Child demonstrates awareness that spoken language is composed of smaller segments of sound.	By 60 Months	Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”	<p><b>LL-PA.3.D</b> Produces at least one real or nonsense rhyming word when given a pair of CVC words, like “cat” and “hat.”</p> <p><b>LL-PA.3.E</b> Identifies rhyming words from groups of two to three words when given one rhyming word.</p>
<b>P-LIT 1.</b> Child demonstrates awareness that spoken language is composed of smaller segments of sound.	By 60 Months	Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”	<p><b>LL-PA.4.A</b> Identifies the initial consonant sounds in familiar words (no blends and digraphs).</p> <p><b>LL-PA.4.C</b> Produces words that have the same initial sound when given a consonant sound.</p> <p><b>LL-PA.4.B</b> Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs).</p>
<b>P-LIT 1.</b> Child demonstrates awareness that spoken language is composed of smaller segments of sound.	By 60 Months	Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”	<b>LL-PA.4.C</b> Produces words that have the same initial sound when given a consonant sound.



## DOMAIN: LANGUAGE AND LITERACY: LITERACY

### SUBDOMAIN: PRINT AND ALPHABET KNOWLEDGE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LIT 2.</b> Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	36–48 Months	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”	<b>LL-BK.3.A</b> Demonstrates understanding that print has meaning. <b>LL-BK.3.B</b> Distinguishes between print and images in books and in the environment. <b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
<b>P-LIT 2.</b> Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	48–60 Months	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	<b>LL-BK.2.AA</b> Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. <b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. <b>LL-BK.2.D</b> Tracks print from left to right and top to bottom while imitating reading a familiar text. <b>LL-BK.3.D</b> Points to one word and one letter in an unfamiliar text or around the room. <b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation. <b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. <b>LL-WR.1.A</b> Observes and nonverbally or verbally responds to a shared writing experience led by a teacher.
<b>P-LIT 2.</b> Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	By 60 Months	Understands that print is organized differently for different purposes, such as a note, list, or storybook.	<b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests. <b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. <b>LL-WR.2.E</b> Draws and/or writes to represent simple events or stories, including more details, that entertain, and revises when necessary. <b>SC-SP.3.B</b> Begins to identify relevant information and collects and records information in own journal or paper. <b>LL-BK.3.C</b> Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
<b>P-LIT 2.</b> Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	By 60 Months	Understands that written words are made up of a group of individual letters.	<b>LL-BK.3.D</b> Points to one word and one letter in an unfamiliar text or around the room. <b>LL-WR.6.E</b> Writes the correct initial, medial, and final sound when writing a CVC word. <b>LL-WR.7.A</b> Completes a sentence prompt with a written word using phonetic spelling. <b>LL-BK.3.E</b> Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).



## DOMAIN: LANGUAGE AND LITERACY: LITERACY

### SUBDOMAIN: PRINT AND ALPHABET KNOWLEDGE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LIT 2.</b> Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	By 60 Months	Begins to point to single-syllable words while reading simple, memorized texts.	<b>LL-BK.2.E</b> Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. <b>LL-WR.7.A</b> Completes a sentence prompt with a written word using phonetic spelling.
<b>P-LIT 2.</b> Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	By 60 Months	Identifies book parts and features, such as the front, back, title, and author.	<b>LL-BK.2.E</b> Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text. <b>LL-BK.2.AA</b> Identifies a book and turns pages appropriately from right to left and may include multiple pages at one time. <b>LL-BK.2.A</b> Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page.
<b>P-LIT 3.</b> Child identifies letters of the alphabet and produces correct sounds associated with letters.	36–48 Months	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	<b>LL-AK.1.AA</b> Identifies the first letter in their name. <b>LL-AK.1.A</b> Identifies up to five uppercase or lowercase letters. Some letters may be in own name. <b>ATL.6.AA</b> Follows along with and participates in songs, chants, and simple stories. <b>LL-WR.3.C</b> Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. <b>LL-WR.3.D</b> Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.
<b>P-LIT 3.</b> Child identifies letters of the alphabet and produces correct sounds associated with letters.	48–60 Months	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	<b>LL-AK.2.D</b> Produces up to 15 letter sounds when shown uppercase or lowercase letters. <b>LL-AK.1.D</b> Identifies up to 30 uppercase or lowercase letters. <b>LL-WR.3.C</b> Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. <b>LL-WR.3.D</b> Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. <b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.



## DOMAIN: LANGUAGE AND LITERACY: LITERACY

### SUBDOMAIN: PRINT AND ALPHABET KNOWLEDGE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LIT 3.</b> Child identifies letters of the alphabet and produces correct sounds associated with letters.	By 60 Months	Names 18 upper- and 15 lower-case letters.	<b>LL-AK.1.C</b> Identifies up to 20 uppercase or lowercase letters. <b>LL-AK.1.D</b> Identifies up to 30 uppercase or lowercase letters. <b>LL-AK.1.B</b> Identifies up to ten uppercase or lowercase letters.
<b>P-LIT 3.</b> Child identifies letters of the alphabet and produces correct sounds associated with letters.	By 60 Months	Knows the sounds associated with several letters.	<b>LL-AK.2.D</b> Produces up to 15 letter sounds when shown uppercase or lowercase letters. <b>LL-AK.2.E</b> Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order. <b>LL-AK.2.C</b> Produces up to ten letter sounds when shown uppercase or lowercase letters. <b>LL-AK.1.E</b> Identifies all 26 uppercase and lowercase letters in random order.

## DOMAIN: LANGUAGE AND LITERACY: LITERACY

### SUBDOMAIN: COMPREHENSION AND TEXT STRUCTURE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LIT 4.</b> Child demonstrates an understanding of narrative structure through storytelling/re-telling.	36–48 Months	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	<b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures. <b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures. <b>LL-BK.2.B</b> Uses illustrations to tell a familiar story. <b>LL-BK.2.C</b> Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases. <b>LL-NC.3.AA</b> Joins in acting out a book as it's read aloud. <b>C-ARTS.2.A</b> Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions.
<b>P-LIT 4.</b> Child demonstrates an understanding of narrative structure through storytelling/re-telling.	48–60 Months	Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	<b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures. <b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures. <b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures.



## DOMAIN: LANGUAGE AND LITERACY: LITERACY

### SUBDOMAIN: COMPREHENSION AND TEXT STRUCTURE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LIT 4.</b> Child demonstrates an understanding of narrative structure through storytelling/re-telling.	By 60 Months	Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.	<b>LL-NC.3.E</b> With prompting and support, retells familiar stories, including key details. <b>LL-NC.3.D</b> Retells three or more events from a familiar narrative in sequence using visuals or gestures. <b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story.
<b>P-LIT 4.</b> Child demonstrates an understanding of narrative structure through storytelling/re-telling.	By 60 Months	Tells fictional or personal stories using a sequence of at least two or three connected events.	<b>LL-NC.4.D</b> Constructs a personal narrative with three or more events in a coherent sequence. <b>LL-NC.4.B</b> Tells a two-event personal narrative using simple phrases. <b>LL-NC.4.C</b> Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.
<b>P-LIT 4.</b> Child demonstrates an understanding of narrative structure through storytelling/re-telling.	By 60 Months	Identifies characters and main events in books and stories.	<b>LL-NC.1.A</b> Identifies and describes the main character in a story. <b>LL-NC.1.B</b> Identifies the setting in a story. <b>LL-NC.1.C</b> Identifies and answers questions about events in a story. <b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).
<b>P-LIT 5.</b> Child asks and answers questions about a book that was read aloud.	36–48 Months	Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	<b>LL-NC.1.AA</b> Identifies characters in a simple story. <b>LL-NC.1.A</b> Identifies and describes the main character in a story. <b>LL-NC.1.B</b> Identifies the setting in a story. <b>LL-NC.2.C</b> Uses events from the book to make a prediction about what might happen next. <b>LL-NC.1.C</b> Identifies and answers questions about events in a story. <b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).



## DOMAIN: LANGUAGE AND LITERACY: LITERACY

### SUBDOMAIN: COMPREHENSION AND TEXT STRUCTURE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LIT 5.</b> Child asks and answers questions about a book that was read aloud.	48–60 Months	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	<p><b>LL-NC.1.C</b> Identifies and answers questions about events in a story.</p> <p><b>LL-NC.1.D</b> Identifies the cause and effect relationship between events in a narrative story.</p> <p><b>LL-NC.2.C</b> Uses events from the book to make a prediction about what might happen next.</p> <p><b>LL-NC.2.D</b> Makes inferences to answer simple “why” questions by using background knowledge and events in a text.</p> <p><b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p><b>LL-LC.2.D</b> Answers questions from adults and peers using multiword responses and uses question words (“who,” “what,” “where,” “why,” and “how”) to ask simple questions related to a topic.</p> <p><b>LL-LC.2.B</b> Demonstrates understanding by answering simple “what” and “who” questions using two to three words when prompted by the teacher or peers.</p> <p><b>LL-LC.2.C</b> Demonstrates understanding by answering simple “why” and “how” questions using two to three words when prompted by the teacher or peers.</p>
<b>P-LIT 5.</b> Child asks and answers questions about a book that was read aloud.	By 60 Months	Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”	<p><b>LL-NC.1.C</b> Identifies and answers questions about events in a story.</p> <p><b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).</p> <p><b>LL-NC.1.E</b> Identifies the problem, solution, and character motivation in narrative story.</p>
<b>P-LIT 5.</b> Child asks and answers questions about a book that was read aloud.	By 60 Months	Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text.	<p><b>LL-NC.2.D</b> Makes inferences to answer simple “why” questions by using background knowledge and events in a text.</p> <p><b>LL-NC.1.E</b> Identifies the problem, solution, and character motivation in narrative story.</p> <p><b>LL-NC.2.E</b> Makes inferences and provides explanation and reasoning for events in a text or characters’ actions.</p> <p><b>ATL.9.D</b> With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p><b>ATL.9.E</b> Independently applies higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p><b>LL-NC.2.C</b> Uses events from the book to make a prediction about what might happen next.</p>



## DOMAIN: LANGUAGE AND LITERACY: LITERACY

### SUBDOMAIN: COMPREHENSION AND TEXT STRUCTURE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LIT 5.</b> Child asks and answers questions about a book that was read aloud.	By 60 Months	Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	<b>LL-NC.2.D</b> Makes inferences to answer simple "why" questions by using background knowledge and events in a text. <b>LL-NC.1.C</b> Identifies and answers questions about events in a story. <b>LL-NC.3.A</b> Describes one event from a familiar narrative using visuals or gestures. <b>LL-NC.3.B</b> Retells two events from a familiar narrative using visuals or gestures. <b>LL-NC.3.C</b> Retells three or more events from a familiar story in any order using visuals or gestures.

## DOMAIN: LANGUAGE AND LITERACY: LITERACY

### SUBDOMAIN: WRITING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LIT 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks.	36–48 Months	Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	<b>LL-WR.2.AA</b> Draws to represent something or to communicate a thought. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests. <b>LL-WR.4.AA</b> Makes any mark on paper. <b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. <b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. <b>LL-WR.5.AA</b> Scribbles and makes marks on paper.
<b>P-LIT 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks.	48–60 Months	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	<b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>LL-WR.4.C</b> Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. <b>LL-WR.4.D</b> Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. <b>LL-WR.6.C</b> Writes the correct initial sound of a word. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests. <b>LL-WR.4.A</b> Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. <b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. <b>LL-WR.2.C</b> Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme.



## DOMAIN: LANGUAGE AND LITERACY: LITERACY

### SUBDOMAIN: WRITING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-LIT 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks.	By 60 Months	Creates a variety of written products that may or may not phonetically relate to intended messages.	<b>LL-WR.6.C</b> Writes the correct initial sound of a word. <b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context. <b>LL-WR.6.E</b> Writes the correct initial, medial, and final sound when writing a CVC word. <b>LL-WR.7.A</b> Completes a sentence prompt with a written word using phonetic spelling.
<b>P-LIT 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks.	By 60 Months	Shows an interest in copying simple words posted in the classroom.	<b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. <b>LL-WR.7.A</b> Completes a sentence prompt with a written word using phonetic spelling. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>SC-SP.3.A</b> With teacher guidance, participates in recording scientific observations and data.
<b>P-LIT 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks.	By 60 Months	Attempts to independently write some words using invented spelling, such as K for kite.	<b>LL-WR.6.C</b> Writes the correct initial sound of a word. <b>LL-WR.6.D</b> Writes the final sound or another sound heard in a word. <b>LL-WR.6.E</b> Writes the correct initial, medial, and final sound when writing a CVC word.
<b>P-LIT 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks.	By 60 Months	Writes first name correctly or close to correctly.	<b>LL-WR.3.E</b> Writes all letters in their name in correct order. All letters are correct and could be recognized out of context. <b>LL-WR.3.D</b> Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.
<b>P-LIT 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks.	By 60 Months	Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.	<b>LL-WR.4.E</b> Forms correct, intentional, and recognizable letters on the page when writing. <b>LL-WR.5.B</b> Uses left to right directionality when writing, even at the emergent writing stage. <b>LL-WR.2.D</b> Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. <b>LL-WR.5.A</b> Writes from the top of the page to the bottom when writing, even at the emergent writing stage. <b>LL-WR.1.D</b> Helps lead a shared writing experience with teacher or peers. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: RELATIONSHIPS WITH ADULTS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.	36–48 Months	Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	<p><b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>ATL.8.A</b> With one to one adult support, completes steps of a simple task or project (two to three steps).</p> <p><b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</p> <p><b>ATL.9.D</b> With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p><b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p><b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p><b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p>
<b>P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.	48–60 Months	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	<p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p><b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult.</p> <p><b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers.</p> <p><b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan.</p> <p><b>ATL.9.D</b> With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).</p> <p><b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.</p> <p><b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p><b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.</p> <p><b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.</p>



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: RELATIONSHIPS WITH ADULTS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.	By 60 Months	Interacts readily with trusted adults.	<b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult. <b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. <b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan. <b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.
<b>P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.	By 60 Months	Engages in some positive interactions with less familiar adults, such as parent volunteers.	<b>SOC.2.AA</b> Shows interest in a variety of familiar community members. <b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.
<b>P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.	By 60 Months	Shows affection and preference for adults who interact with them on a regular basis.	<b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult. <b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. <b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan. <b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult. <b>SOC.2.AA</b> Shows interest in a variety of familiar community members.
<b>P-SE 1.</b> Child engages in and maintains positive relationships and interactions with adults.	By 60 Months	Seeks help from adults when needed.	<b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. <b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning. <b>SE.6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. <b>ATL.8.C</b> With adult support, creates a goal for an activity and follows a simple plan. <b>ATL.9.D</b> With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). <b>LL-BK.1.B</b> Selects and requests that a favorite or familiar book be read by an adult.



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: RELATIONSHIPS WITH ADULTS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.	36–48 Months	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.	<b>ATL.7.AA</b> With adult support, starts or stops a task following a simple one-step direction (e.g., “do” and “don’t” commands). <b>ATL.7.A</b> Participates in one- to two-step inhibition games and activities. <b>LL-LC.1.A</b> Responds to simple requests, such as choosing between objects. <b>LL-LC.1.B</b> Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. <b>SE.2.AA</b> Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. <b>SE.7.AA</b> Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation. <b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding. <b>SE.6.AA</b> Responds to one-on-one support to complete tasks. May attempt or mimic the completion of tasks on own with close support. <b>SE.6.A</b> With explicit adult instruction and modeling, completes a task alongside teacher support. <b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.
<b>P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.	48–60 Months	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	<b>SE.6.B</b> Requests or accepts (verbally or nonverbally) adult support with many tasks. <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions. <b>ATL.7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>ATL.5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning.
<b>P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.	By 60 Months	Engages in prosocial behaviors with adults, such as using respectful language or greetings.	<b>ATL.5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity. <b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult. <b>SOC.2.AA</b> Shows interest in a variety of familiar community members.



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: RELATIONSHIPS WITH ADULTS

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.	By 60 Months	Attends to an adult when asked.	<b>ATL6.C</b> Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). <b>ATL4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult. <b>ATL7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn).
<b>P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.	By 60 Months	Follows adult guidelines and expectations for appropriate behavior.	<b>ATL7.B</b> Independently follows two- to three-step verbal adult directions. <b>ATL5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity. <b>ATL7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>ATL7.E</b> Regulates impulses to complete tasks and engages in goal-directed behavior.
<b>P-SE 2.</b> Child engages in prosocial and cooperative behavior with adults.	By 60 Months	Asks or waits for adult permission before doing something when they are unsure.	<b>ATL7.C</b> Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). <b>ATL7.B</b> Independently follows two- to three-step verbal adult directions. <b>SE6.C</b> Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. <b>SE6.D</b> Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. <b>ATL5.C</b> Adjusts to changes in the environment or schedule with adult guidance and advance warning. <b>ATL5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). <b>ATL5.E</b> Adapts to new rules or circumstances in an age-appropriate game or activity.

## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 3.</b> Child engages in and maintains positive interactions and relationships with other children.	36–48 Months	Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.	<b>SE5.AA</b> Mostly engages in play on own, but notices or takes an interest in peer or social situations. <b>SE5.A</b> Engages with peers with teacher modeling and participates in organized group activities. <b>ATL2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). <b>SE5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). <b>LL-BK1.D</b> Looks at books independently or with peers.



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 3.</b> Child engages in and maintains positive interactions and relationships with other children.	48–60 Months	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	<p><b>SE.5.B</b> With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>SE.5.C</b> With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>LL-BK.1.D</b> Looks at books independently or with peers.</p>
<b>P-SE 3.</b> Child engages in and maintains positive interactions and relationships with other children.	By 60 Months	Engages in and maintains positive interactions with other children.	<p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>LL-BK.1.D</b> Looks at books independently or with peers.</p> <p><b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>
<b>P-SE 3.</b> Child engages in and maintains positive interactions and relationships with other children.	By 60 Months	Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.	<p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.</p> <p><b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p>



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 3.</b> Child engages in and maintains positive interactions and relationships with other children.	By 60 Months	Takes turns in conversations and interactions with other children.	<p><b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p> <p><b>LL-LC.4.D</b> Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.</p> <p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play).</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>
<b>P-SE 3.</b> Child engages in and maintains positive interactions and relationships with other children.	By 60 Months	Develops friendships with one or two preferred other children.	<p><b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.</p> <p><b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p> <p><b>LL-BK.1.D</b> Looks at books independently or with peers.</p> <p><b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.</p> <p><b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p>
<b>P-SE 4.</b> Child engages in cooperative play with other children.	36–48 Months	Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	<p><b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).</p> <p><b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play).</p> <p><b>C-ARTS.2.C</b> Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.</p> <p><b>LL-BK.1.D</b> Looks at books independently or with peers.</p> <p><b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.</p>



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 4.</b> Child engages in cooperative play with other children.	48–60 Months	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	<b>ATL.2.C</b> Makes cooperative decisions with peers based on adult provided choices (associative play). <b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play). <b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. <b>LL-BK.1.D</b> Looks at books independently or with peers. <b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.
<b>P-SE 4.</b> Child engages in cooperative play with other children.	By 60 Months	Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	<b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play). <b>ATL.2.E</b> Establishes rules with peers during play or structured activities (cooperative play). <b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles. <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>LL-BK.1.D</b> Looks at books independently or with peers. <b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.
<b>P-SE 4.</b> Child engages in cooperative play with other children.	By 60 Months	Demonstrates willingness to include others' ideas during interactions and play.	<b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play). <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. <b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers.
<b>P-SE 4.</b> Child engages in cooperative play with other children.	By 60 Months	Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.	<b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. <b>LL-BK.1.E</b> Invites peers to look at books or ask questions about books read by peers. <b>C-ARTS.2.D</b> Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. <b>ATL.2.B</b> Plays, works on tasks, or participates in activities with peers with adult prompts (associative play).



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 4.</b> Child engages in cooperative play with other children.	By 60 Months	Engages in reflection and conversation about past play experiences.	<p><b>C-ARTS.2.E</b> Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.</p> <p><b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.</p> <p><b>ATL.9.C</b> Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today).</p> <p><b>LL-LC.4.C</b> Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.</p>
<b>P-SE 5.</b> Child uses basic problem-solving skills to resolve conflicts with other children.	36–48 Months	Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	<p><b>SE.7.AA</b> Observes or copies an adult modeling a solution to a personal challenge or challenge with others. May communicate discomfort or dysregulation.</p> <p><b>SE.7.A</b> Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.</p> <p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p>
<b>P-SE 5.</b> Child uses basic problem-solving skills to resolve conflicts with other children.	48–60 Months	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	<p><b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.</p> <p><b>SE.7.C</b> When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise).</p> <p><b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>ATL.2.D</b> Makes cooperative decisions with peers during play or structured activities (cooperative play).</p>
<b>P-SE 5.</b> Child uses basic problem-solving skills to resolve conflicts with other children.	By 60 Months	Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?”	<p><b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p> <p><b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.</p> <p><b>SE.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.</p>



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 5.</b> Child uses basic problem-solving skills to resolve conflicts with other children.	By 60 Months	Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.	<b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). <b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
<b>P-SE 5.</b> Child uses basic problem-solving skills to resolve conflicts with other children.	By 60 Months	Expresses feelings, needs, and opinions in conflict situations.	<b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
<b>P-SE 5.</b> Child uses basic problem-solving skills to resolve conflicts with other children.	By 60 Months	Seeks adult help when needed to resolve conflicts.	<b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.

## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: EMOTIONAL FUNCTIONING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 6.</b> Child expresses a broad range of emotions and recognizes these emotions in self and others.	36–48 Months	Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	<b>SE.1.AA</b> Verbally or nonverbally expresses basic emotions, such as happy, angry, and sad, while an adult adds emotion labels to that expression. <b>SE.1.A</b> Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustration, and sad, while an adult adds emotion labels to that expression. <b>SE.1.B</b> With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. <b>SE.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. <b>SE.4.AA</b> With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others.



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: EMOTIONAL FUNCTIONING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 6.</b> Child expresses a broad range of emotions and recognizes these emotions in self and others.	48–60 Months	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.	<b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. <b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions. <b>SE.4.B</b> With adult prompts, compares their own characteristics and emotions to those of others. <b>SE.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. <b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. <b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. <b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.
<b>P-SE 6.</b> Child expresses a broad range of emotions and recognizes these emotions in self and others.	By 60 Months	Recognizes and labels basic emotions in books or photographs.	<b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. <b>LL-NC.2.AA</b> Responds to illustrations or photos by using at least one word. <b>LL-NC.2.A</b> Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. <b>LL-NC.1.A</b> Identifies and describes the main character in a story. <b>LL-NC.1.C</b> Identifies and answers questions about events in a story.
<b>P-SE 6.</b> Child expresses a broad range of emotions and recognizes these emotions in self and others.	By 60 Months	Uses words to describe own feelings.	<b>SE.1.D</b> Independently verbally or nonverbally names and describes their own emotions. <b>SE.1.E</b> Identifies that they can have different emotions about the same situation.
<b>P-SE 6.</b> Child expresses a broad range of emotions and recognizes these emotions in self and others.	By 60 Months	Uses words to describe the feelings of adults or other children.	<b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. <b>SE.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others.



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: EMOTIONAL FUNCTIONING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 7.</b> Child expresses care and concern toward others.	36–48 Months	Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	<b>SE.4.AA</b> With adult modeling and one-on-one support, verbally or nonverbally names observable characteristics of others. <b>SE.4.A</b> With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. <b>SE.4.B</b> With adult prompts, compares their own characteristics and emotions to those of others. <b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
<b>P-SE 7.</b> Child expresses care and concern toward others.	48–60 Months	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	<b>SE.4.C</b> With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. <b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. <b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
<b>P-SE 7.</b> Child expresses care and concern toward others.	By 60 Months	Makes empathetic statements to adults or other children.	<b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. <b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. <b>SE.2.E</b> Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed.
<b>P-SE 7.</b> Child expresses care and concern toward others.	By 60 Months	Offers support to adults or other children who are distressed.	<b>SE.4.D</b> With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. <b>SE.4.E</b> With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. <b>SE.5.D</b> Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. <b>SE.5.E</b> Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: EMOTIONAL FUNCTIONING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 8.</b> Child manages emotions with increasing independence.*  <i>*This is the same as P-ATL Goal 1</i>	36–48 Months	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	<b>SE.2.AA</b> Coregulates emotion with one-on-one adult support and may take an extended period of time (10–15 minutes) to respond. <b>SE.2.A</b> Coregulates emotion with one-on-one adult support. <b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
<b>P-SE 8.</b> Child manages emotions with increasing independence.*  <i>*This is the same as P-ATL Goal 1</i>	48–60 Months	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	<b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance.
<b>P-SE 8.</b> Child manages emotions with increasing independence.*  <i>*This is the same as P-ATL Goal 1</i>	By 60 Months	Expresses feelings in ways that are appropriate to the situation.	<b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>SE.1.C</b> With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations.
<b>P-SE 8.</b> Child manages emotions with increasing independence.*  <i>*This is the same as P-ATL Goal 1</i>	By 60 Months	Looks for adult assistance when feelings are most intense.	<b>SE.2.B</b> Accepts offers of adult assistance to engage in coregulation. <b>SE.2.C</b> Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. <b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions.
<b>P-SE 8.</b> Child manages emotions with increasing independence.*  <i>*This is the same as P-ATL Goal 1</i>	By 60 Months	Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.	<b>SE.2.D</b> Independently uses strategies to self-regulate and self-soothe emotions. May still seek and accept assistance. <b>SE.2.E</b> Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. <b>SE.7.B</b> When faced with a personal challenge or challenge with others, seeks adult support and follows suggestions for solutions. <b>SE.7.D</b> With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: SENSE OF IDENTITY AND BELONGING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 9.</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	36–48 Months	Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	<b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves. <b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. <b>PD.5.B</b> Demonstrates understanding of types of foods and preferences. <b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures. <b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>ATL.8.AA</b> Self-selects toy, activity, or Center to engage in when provided with choices.
<b>P-SE 9.</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	48–60 Months	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	<b>SE.3.B</b> With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. <b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. <b>SOC.1.B</b> Discusses the activities or celebrations that their family does together. <b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. <b>PD.5.B</b> Demonstrates understanding of types of foods and preferences. <b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures. <b>ATL.3.AA</b> Exhibits curiosity and interest in activities and materials. Repeats preferred activities. <b>ATL.3.B</b> Demonstrates an interest in learning new information or starting a new activity on their own. <b>ATL.8.AA</b> Self-selects toy, activity, or Center to engage in when provided with choices.
<b>P-SE 9.</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	By 60 Months	Describes self using several different characteristics.	<b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. <b>SOC.1.B</b> Discusses the activities or celebrations that their family does together. <b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures. <b>SE.3.A</b> With adult support, verbally or nonverbally identifies something about themselves.



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: SENSE OF IDENTITY AND BELONGING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 9.</b> Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	By 60 Months	Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	<p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p>
<b>P-SE 10.</b> Child expresses confidence in own skills and positive feelings about self.	36–48 Months	Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	<p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>ATL.4.AA</b> Verbally or nonverbally shares activities they are engaging in with a trusted adult.</p> <p><b>ATL.4.A</b> Uses two to three words or nonverbal actions (gestures, body language, facial expressions) to explain activities they are engaging in.</p> <p><b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p>



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: SENSE OF IDENTITY AND BELONGING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 10.</b> Child expresses confidence in own skills and positive feelings about self.	48-60 Months	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	<p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>ATL.4.B</b> Verbally or nonverbally demonstrates an understanding of accomplishing a task. May verbally explain work product.</p> <p><b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p> <p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p><b>LL-WR.1.D</b> Helps lead a shared writing experience with teacher or peers.</p>
<b>P-SE 10.</b> Child expresses confidence in own skills and positive feelings about self.	By 60 Months	Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.	<p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>ATL.4.D</b> Assesses or reflects upon activity or task outcome or product.</p> <p><b>ATL.4.C</b> Monitors the completion of a task and identifies preferred elements of a work product or task.</p> <p><b>SE.6.E</b> Seeks out opportunities to complete age-appropriate tasks independently.</p> <p><b>ATL.7.D</b> Independently completes simple assignment or task despite normal classroom environment distractions.</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p>
<b>P-SE 10.</b> Child expresses confidence in own skills and positive feelings about self.	By 60 Months	Expresses own ideas or beliefs in group contexts or in interactions with others.	<p><b>LL-WR.1.B</b> Contributes ideas and opinions to a shared writing experience with teacher support and dictation.</p> <p><b>LL-WR.1.C</b> Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support.</p> <p><b>LL-WR.1.D</b> Helps lead a shared writing experience with teacher or peers.</p> <p><b>SOC.2.E</b> Shares how their thoughts, opinions, choices, and actions can impact their community.</p> <p><b>SE.7.E</b> Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.</p>



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: SENSE OF IDENTITY AND BELONGING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 10.</b> Child expresses confidence in own skills and positive feelings about self.	By 60 Months	Uses positive words to describe self, such as kind or hard-worker.	<p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p>
<b>P-SE 11.</b> Child has sense of belonging to family, community, and other groups.	36–48 Months	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	<p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>SOC.1.AA</b> Identifies and recognizes self and family members.</p> <p><b>SOC.1.A</b> Understands family relationships in relation to self.</p>
<b>P-SE 11.</b> Child has sense of belonging to family, community, and other groups.	48–60 Months	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	<p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SOC.1.B</b> Discusses the activities or celebrations that their family does together.</p> <p><b>SOC.1.C</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p>
<b>P-SE 11.</b> Child has sense of belonging to family, community, and other groups.	By 60 Months	Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.	<p><b>SOC.1.A</b> Understands family relationships in relation to self.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p>



## DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT

### SUBDOMAIN: SENSE OF IDENTITY AND BELONGING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SE 11.</b> Child has sense of belonging to family, community, and other groups.	By 60 Months	Relates personal stories about being a part of different groups.	<p><b>SE.3.E</b> Demonstrates strong self-confidence through words or actions including sharing pride and celebrating others in relation to self, family, community, or culture.</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>SE.3.C</b> Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence.</p> <p><b>SOC.1.B</b> Discusses the activities or celebrations that their family does together.</p> <p><b>SOC.1.D</b> Discusses the importance of their own family and the roles and responsibilities of various individuals in the family.</p> <p><b>LL-NC.4.C</b> Constructs a personal narrative with three or more events which may be out of order, includes omissions or deviations to other topics.</p>
<b>P-SE 11.</b> Child has sense of belonging to family, community, and other groups.	By 60 Months	Identifies similarities and differences about self across familiar environments and settings.	<p><b>SOC.1.D</b> Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations.</p> <p><b>SOC.1.E</b> Explains why it's important to recognize and celebrate differences in families such as their languages, music, food, or celebrations.</p> <p><b>SE.3.D</b> Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.</p> <p><b>SOC.2.B</b> Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team.</p> <p><b>SOC.2.D</b> Recognizes that people have different thoughts and opinions within a community.</p>

## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: COUNTING AND CARDINALITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-Math 1.</b> Child knows number names and the count sequence.	36–48 Months	Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree”.	<p><b>M-NC.1.AA</b> Says number words in order from 1–2 from memory.</p> <p><b>M-NC.1.A</b> Says number words in order from 1–3 from memory.</p> <p><b>M-NC.1.B</b> Says number words in order from 1–5 from memory.</p> <p><b>M-NC.1.C</b> Says number words in order from 1–7 from memory.</p> <p><b>M-NC.1.D</b> Says Number words in order from 1–10 from memory.</p>



## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: COUNTING AND CARDINALITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-Math 1.</b> Child knows number names and the count sequence.	48–60 Months	Says or signs more number words in sequence.	<b>M-NC.1.AA</b> Says number words in order from 1–2 from memory. <b>M-NC.1.A</b> Says number words in order from 1–3 from memory. <b>M-NC.1.B</b> Says number words in order from 1–5 from memory. <b>M-NC.1.C</b> Says number words in order from 1–7 from memory. <b>M-NC.1.D</b> Says Number words in order from 1–10 from memory. <b>M-NC.1.E</b> Says number words in order from 1–20 from memory.
<b>P-Math 1.</b> Child knows number names and the count sequence.	By 60 Months	Counts verbally or signs to at least 20 by ones.	<b>M-NC.1.E</b> Says number words in order from 1–20 from memory. <b>M-NC.1.D</b> Says Number words in order from 1–10 from memory. <b>M-NC.1.C</b> Says number words in order from 1–7 from memory. <b>M-NC.1.B</b> Says number words in order from 1–5 from memory. <b>M-NC.1.A</b> Says number words in order from 1–3 from memory. <b>M-NC.1.AA</b> Says number words in order from 1–2 from memory.
<b>P-Math 2.</b> Child Recognizes the number of objects in a small set.	36–48 Months	Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).	<b>M-NC.3.AA</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–2. <b>M-NC.3.A</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
<b>P-Math 2.</b> Child Recognizes the number of objects in a small set.	48–60 Months	Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	<b>M-NC.3.AA</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–2. <b>M-NC.3.A</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
<b>P-Math 2.</b> Child Recognizes the number of objects in a small set.	By 60 Months	Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.	<b>M-NC.3.AA</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–2. <b>M-NC.3.A</b> Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
<b>P-MATH 3.</b> Child understands the relationship between numbers and quantities.	36–48 Months	Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).	<b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting 1–3. <b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5. <b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7. <b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted. <b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted.



## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: COUNTING AND CARDINALITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 3.</b> Child understands the relationship between numbers and quantities.	48–60 Months	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	<b>M-NC.2.A</b> Says numbers in order while matching each number word to each object when counting 1–3. <b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5. <b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7. <b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10. <b>M-NC.2.E</b> Says numbers in order, matching each number word to each object when counting from 1–15. <b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
<b>P-MATH 3.</b> Child understands the relationship between numbers and quantities.	By 60 Months	When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	<b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5. <b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7. <b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10. <b>M-NC.2.E</b> Says numbers in order, matching each number word to each object when counting from 1–15. <b>M-NC.3.E</b> Create sets of 0–10 and uses cardinality to identify the last number counted.
<b>P-MATH 3.</b> Child understands the relationship between numbers and quantities.	By 60 Months	Counts and answers “How many?” questions for approximately 10 objects.	<b>M-NC.3.E</b> Create sets of 0–10 and uses cardinality to identify the last number counted. <b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5. <b>M-NC.2.C</b> Says numbers in order, matching each number word to each object when counting from 1–7. <b>M-NC.2.D</b> Says numbers in order, matching each number word to each object when counting from 1–10. <b>M-NC.2.E</b> Says numbers in order, matching each number word to each object when counting from 1–15. <b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted.
<b>P-MATH 3.</b> Child understands the relationship between numbers and quantities.	By 60 Months	Accurately counts as many as five objects in a scattered configuration.	<b>M-NC.2.B</b> Says numbers in order, matching each number word to each object when counting from 1–5. <b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted.



## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: COUNTING AND CARDINALITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 3.</b> Child understands the relationship between numbers and quantities.	By 60 Months	Understands that each successive number name refers to a quantity that is one larger.	<b>M-NC.7.A</b> Demonstrates an understanding that adding one more increases the amount of a set.
<b>P-MATH 3.</b> Child understands the relationship between numbers and quantities.	By 60 Months	Understands that the last number said represents the number of objects in a set.	<b>M-NC.3.E</b> Create sets of 0–10 and uses cardinality to identify the last number counted. <b>M-NC.3.B</b> Creates sets of 0–5 and begins to use cardinality to identify the last number counted. <b>M-NC.3.C</b> Creates sets of 0–7 and begins to use cardinality to identify the last number counted. <b>M-NC.3.D</b> Creates sets of 0–10 and begins to use cardinality to identify the last number counted.
<b>P-MATH 4.</b> Child compares numbers.	36–48 Months	Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of two blocks and a pile of four, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	<b>M-NC.4.B</b> Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of same. <b>M-NC.4.C</b> Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. <b>M-NC.4.D</b> Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. <b>M-NC.4.E</b> Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10. <b>M-PFA.2.D</b> Uses ordinal numbers to order and describe relative position for up to three objects. <b>M-PFA.2.E</b> Orders groups of different amount using numerical order.
<b>P-MATH 4.</b> Child compares numbers.	48–60 Months	Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.	<b>M-NC.4.B</b> Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of same. <b>M-NC.4.C</b> Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. <b>M-NC.4.D</b> Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. <b>M-NC.4.E</b> Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10. <b>M-PFA.2.D</b> Uses ordinal numbers to order and describe relative position for up to three objects.



## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: COUNTING AND CARDINALITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 4.</b> Child compares numbers.	By 60 Months	Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.	<b>M-NC.4.B</b> Matches 0–5 objects from two sets using one-to-one correspondence to understand the concept of same. <b>M-NC.4.C</b> Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. <b>M-NC.4.D</b> Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. <b>M-NC.4.E</b> Rational counts and compares the objects in two sets to identify which has more, less, or if they are the same for quantities 0–10.
<b>P-MATH 4.</b> Child compares numbers.	By 60 Months	Identifies and uses numbers related to order or position from first to tenth.	<b>M-PFA.2.E</b> Orders groups of different amount using numerical order. <b>M-PFA.2.D</b> Uses ordinal numbers to order and describe relative position for up to three objects.
<b>P-MATH 5.</b> Child associates a quantity with written numerals up to 5 and begins to write numbers.	36–48 Months	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	<b>M-NC.6.AA</b> Matches a set of objects with the number symbol to represent the set for quantities 0–2. <b>M-NC.6.A</b> Matches a set of objects with the number symbol to represent the set for quantities 0–3. <b>M-NC.5.AA</b> Says the names of numerals 0–2 shown in random order. <b>M-NC.5.A</b> Says the names of numerals 1–3 shown in random order. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.
<b>P-MATH 5.</b> Child associates a quantity with written numerals up to 5 and begins to write numbers.	48–60 Months	Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	<b>M-NC.6.A</b> Matches a set of objects with the number symbol to represent the set for quantities 0–3. <b>M-NC.6.B</b> Matches a set of objects with the number symbol to represent the set for quantities 0–5. <b>M-NC.6.AA</b> Matches a set of objects with the number symbol to represent the set for quantities 0–2. <b>M-NC.5.AA</b> Says the names of numerals 0–2 shown in random order. <b>M-NC.5.A</b> Says the names of numerals 1–3 shown in random order. <b>M-NC.5.B</b> Says the names of numerals 0–5 shown in random order. <b>M-NC.5.C</b> Says the names of numerals 0–7 shown in random order. <b>M-NC.5.D</b> Says the names of numerals 0–10 shown in random order. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.
<b>P-MATH 5.</b> Child associates a quantity with written numerals up to 5 and begins to write numbers.	By 60 Months	Associates a number of objects with a written numeral 0–5.	<b>M-NC.6.A</b> Matches a set of objects with the number symbol to represent the set for quantities 0–3. <b>M-NC.6.B</b> Matches a set of objects with the number symbol to represent the set for quantities 0–5. <b>M-NC.6.AA</b> Matches a set of objects with the number symbol to represent the set for quantities 0–2.



## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: COUNTING AND CARDINALITY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 5.</b> Child associates a quantity with written numerals up to 5 and begins to write numbers.	By 60 Months	Recognizes and, with support, writes some numerals up to 10.	<b>M-NC.5.D</b> Says the names of numerals 0–10 shown in random order. <b>M-NC.5.A</b> Says the names of numerals 1–3 shown in random order. <b>M-NC.5.C</b> Says the names of numerals 0–7 shown in random order. <b>LL-WR.2.A</b> Draws and/or writes to represent, express, or communicate interests.

## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: OPERATIONS AND ALGEBRAIC THINKING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 6.</b> Child understands addition as adding to and understands subtraction as taking away from.	36–48 Months	Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, “You have three grapes and get one more. How many in all?” Child counts out three, then counts out one more, then counts all four: “One, two, three, four. I have four!”	<b>M-NC.7.AA</b> Demonstrates an understanding that combining two sets increases the total quantity. <b>M-NC.7.A</b> Demonstrates an understanding that adding one more increases the amount of a set. <b>M-NC.7.B</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. <b>M-NC.8.AA</b> Demonstrates an understanding that separating one set of objects into two sets decreases the total quantity in the original set. <b>M-NC.8.A</b> Demonstrates an understanding that removing one object decreases the amount in a set. <b>M-NC.8.B</b> Counts a set of 1–5 objects. Takes objects away and counts how many are left.
<b>P-MATH 6.</b> Child understands addition as adding to and understands subtraction as taking away from.	48–60 Months	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	<b>M-NC.7.B</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. <b>M-NC.7.C</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7. <b>M-NC.7.D</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10. <b>M-NC.8.B</b> Counts a set of 1–5 objects. Takes objects away and counts how many are left. <b>M-NC.8.C</b> Counts a set of 1–7 objects. Takes objects away and counts how many are left. <b>M-NC.8.D</b> Counts a set of 1–10 objects. Takes objects away and counts how many are left.



# DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

## SUBDOMAIN: OPERATIONS AND ALGEBRAIC THINKING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 6.</b> Child understands addition as adding to and understands subtraction as taking away from.	By 60 Months	Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	<p><b>M-NC.7.D</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.</p> <p><b>M-NC.7.E</b> Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.</p> <p><b>M-NC.8.D</b> Counts a set of 1–10 objects. Takes objects away and counts how many are left.</p> <p><b>M-NC.8.E</b> Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p> <p><b>M-NC.7.B</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.</p> <p><b>M-NC.8.B</b> Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p>
<b>P-MATH 6.</b> Child understands addition as adding to and understands subtraction as taking away from.	By 60 Months	Solves addition and subtraction word problems. Adds and subtracts up to five to or from a given number.	<p><b>M-NC.7.D</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10.</p> <p><b>M-NC.7.E</b> Combines two sets by counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.</p> <p><b>M-NC.8.D</b> Counts a set of 1–10 objects. Takes objects away and counts how many are left.</p> <p><b>M-NC.8.E</b> Solves subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p> <p><b>M-NC.7.B</b> Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5.</p> <p><b>M-NC.8.B</b> Counts a set of 1–5 objects. Takes objects away and counts how many are left.</p>
<b>P-MATH 6.</b> Child understands addition as adding to and understands subtraction as taking away from.	By 60 Months	With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts “One, two, three...” and then counts on “Four, five!” (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, “Five, four, three... two!” (keeping track with fingers).	<p><b>M-NC.7.E</b> Combines two sets of counting both sets together to get the whole without having to first count them separately. Counts up to a total quantity of 10.</p> <p><b>M-NC.8.E</b> Solve subtraction story problems for quantities 1–10 using objects, fingers, drawings, or actions.</p>



## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: OPERATIONS AND ALGEBRAIC THINKING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 7.</b> Child understands simple patterns.	36–48 Months	Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, __, girl. Duplicates and extends ABABAB patterns.	<b>M-PFA.3.AA</b> Copies simple AB patterns through rhythm and movement. <b>M-PFA.3.A</b> Uses objects, rhythm, or movement to copy simple AB patterns. <b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns.
<b>P-MATH 7.</b> Child understands simple patterns.	48–60 Months	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	<b>M-PFA.3.AA</b> Copies simple AB patterns through rhythm and movement. <b>M-PFA.3.A</b> Uses objects, rhythm, or movement to copy simple AB patterns. <b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns. <b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns. <b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
<b>P-MATH 7.</b> Child understands simple patterns.	By 60 Months	Fills in missing elements of simple patterns.	<b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns. <b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns. <b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
<b>P-MATH 7.</b> Child understands simple patterns.	By 60 Months	Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.	<b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns. <b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
<b>P-MATH 7.</b> Child understands simple patterns.	By 60 Months	Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	<b>M-PFA.3.B</b> Uses objects, rhythm, or movement to copy and extend simple AB patterns. <b>M-PFA.3.C</b> Uses rhythm and movement to copy simple and advanced patterns. <b>M-PFA.3.D</b> Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).



## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: MEASUREMENT

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 8.</b> Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	36–48 Months	With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	<b>M-M.1.AA</b> Demonstrates understanding of length terms (i.e., “longer,” “shorter”) using gestures or objects. <b>M-M.1.A</b> Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms i.e., “taller,” “shorter”) using gestures or objects. <b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects.
<b>P-MATH 8.</b> Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	48–60 Months	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	<b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering, “Which container holds more beans?” <b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering, “How many scoops of sand fill a container?” <b>M-M.1.AA</b> Demonstrates understanding of length terms (i.e., “longer,” “shorter”) using gestures or objects. <b>M-M.1.A</b> Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms i.e., “taller,” “shorter”) using gestures or objects. <b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects.
<b>P-MATH 8.</b> Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	By 60 Months	Measures using the same unit, such as putting together snap cubes to see how tall a book is.	<b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering, “Which container holds more beans?” <b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering, “How many scoops of sand fill a container?” <b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.
<b>P-MATH 8.</b> Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	By 60 Months	Compares or orders up to five objects based on their measurable attributes, such as height or weight.	<b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering, “Which container holds more beans?” <b>M-PFA.2.C</b> Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. <b>M-PFA.2.B</b> Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. <b>M-PFA.2.A</b> Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. <b>MM.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.



## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: MEASUREMENT

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 8.</b> Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	By 60 Months	Uses comparative language, such as shortest, heavier, or biggest.	<p><b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p> <p><b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.</p> <p><b>M-PFA.2.C</b> Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>M-PFA.2.B</b> Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language.</p> <p><b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering, "Which container holds more beans?"</p>

## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: GEOMETRY AND SPATIAL SENSE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 9.</b> Child identifies, describes, compares, and composes shapes.	36–48 Months	Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	<p><b>M-GS.1.AA</b> Verbally or nonverbally identifies one to two common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p><b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p>
<b>P-MATH 9.</b> Child identifies, describes, compares, and composes shapes.	48–60 Months	Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	<p><b>M-GS.1.A</b> Verbally or nonverbally identifies at least three common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p><b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p><b>M-GS.1.C</b> Identifies and describes the properties of common-two dimensional shapes using words like "sides," "corners," "curve."</p>
<b>P-MATH 9.</b> Child identifies, describes, compares, and composes shapes.	By 60 Months	Names and describes shapes in terms of length of sides, number of sides, and number of angles.	<p><b>M-GS.1.C</b> Identifies and describes the properties of common-two dimensional shapes using words like "sides," "corners," "curve."</p> <p><b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).</p> <p><b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.</p> <p><b>M-GS.1.E</b> Verbally or nonverbally identifies three dimensional shapes (sphere, cone, cylinder, cube).</p>



## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: GEOMETRY AND SPATIAL SENSE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 9.</b> Child identifies, describes, compares, and composes shapes.	By 60 Months	Correctly names basic shapes regardless of size and orientation.	<b>M-GS.1.B</b> Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). <b>M-GS.1.D</b> Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. <b>M-GS.1.E</b> Verbally or nonverbally identifies three dimensional shapes (sphere, cone, cylinder, cube).
<b>P-MATH 9.</b> Child identifies, describes, compares, and composes shapes.	By 60 Months	Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.	<b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape. <b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. <b>M-GS.1.C</b> Identifies and describes the properties of common-two dimensional shapes using words like "sides," "corners," "curve."
<b>P-MATH 9.</b> Child identifies, describes, compares, and composes shapes.	By 60 Months	Creates and builds shapes from components.	<b>M-GS.2.D</b> Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. <b>M-GS.2.E</b> Constructs common three-dimensional shapes with materials. <b>M-GS.2.A</b> Constructs any recognizable or unrecognizable shape with materials. <b>M-GS.2.B</b> Constructs common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle) with materials. <b>M-GS.2.C</b> Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.
<b>P-MATH 10.</b> Child explores the positions of objects in space.	36–48 Months	Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	<b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., "up," "down") by using gestures or objects. <b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects.



## DOMAIN: COGNITION: MATHEMATICS DEVELOPMENT

### SUBDOMAIN: GEOMETRY AND SPATIAL SENSE

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-MATH 10.</b> Child explores the positions of objects in space.	48–60 Months	Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”	<b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., “beside,” “between,” “above,” “below”) by using gestures or objects. <b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects.
<b>P-MATH 10.</b> Child explores the positions of objects in space.	By 60 Months	Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.	<b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., “up,” “down”) by using gestures or objects. <b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., “in,” “on,” “under,” “over”) by using gestures or objects. <b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., “beside,” “between,” “above,” “below”) by using gestures or objects. <b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects. <b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., “forward,” “backward,” “around,” “through,” “to,” “from,” “towards”) by using gestures or objects. <b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., “near,” “far”) using gestures or objects.
<b>P-MATH 10.</b> Child explores the positions of objects in space.	By 60 Months	Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”	<b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., “forward,” “backward,” “around,” “through,” “to,” “from,” “towards”) by using gestures or objects. <b>M-GS.3.E</b> Demonstrates understanding of direction terms (e.g., “near,” “far”) using gestures or objects. <b>M-GS.3.AA</b> Demonstrates understanding of movement terms (e.g., “up,” “down”) by using gestures or objects. <b>M-GS.3.A</b> Demonstrates understanding of location terms (e.g., “in,” “on,” “under,” “over”) by using gestures or objects. <b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., “beside,” “between,” “above,” “below”) by using gestures or objects. <b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects. <b>ATL.7.B</b> Independently follows two- to three-step verbal adult directions.



## DOMAIN: COGNITION: SCIENTIFIC REASONING

### SUBDOMAIN: SCIENTIFIC INQUIRY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SCI 1.</b> Child observes and describes observable phenomena (objects, materials, organisms, and events).	36–48 Months	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	<b>SC-SP.1.AA</b> Uses senses to observe the environment. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>SC-SP.3.A</b> With teacher guidance, participates in recording scientific observations and data. <b>SC-LES.2.AA</b> Uses senses to observe and respond to changes in the weather. <b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. <b>SC-LES.4.AA</b> Points to and observes animals in the environment. <b>SC-LES.5.AA</b> Points to and observes plants in the environment. <b>SC-LES.1.AA</b> Notices and looks at the natural world around them. <b>SC-LES.3.AA</b> Points to and observes the sky. <b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes.
<b>P-SCI 1.</b> Child observes and describes observable phenomena (objects, materials, organisms, and events).	48–60 Months	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	<b>SC-SP.3.B</b> Begins to identify relevant information and collects and records information in own journal or paper. <b>SC-LES.2.D</b> Discusses the effects of changes in weather, such as growing different crops or wearing different clothing. <b>SC-LES.3.B</b> Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. <b>SC-LES.4.D</b> Observes and describes habitats and life cycles. <b>SC-LES.5.D</b> Observes and describes plant habitats and life cycles. <b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail. <b>SC-P.1.D</b> Describes and discusses various ways that the physical properties or characteristics of objects can change, such as the playdough was soft, but became hard when exposed to air for a long time period. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.
<b>P-SCI 1.</b> Child observes and describes observable phenomena (objects, materials, organisms, and events).	By 60 Months	Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.	<b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. <b>SC-LES.4.C</b> Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. <b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes.



## DOMAIN: COGNITION: SCIENTIFIC REASONING

### SUBDOMAIN: SCIENTIFIC INQUIRY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SCI 1.</b> Child observes and describes observable phenomena (objects, materials, organisms, and events).	By 60 Months	Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope.	<b>SC-LES.3.E</b> Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.
<b>P-SCI 1.</b> Child observes and describes observable phenomena (objects, materials, organisms, and events).	By 60 Months	Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.	<b>LL-LC.2.A</b> Uses two to three words to make a request, provide a description, or say a phrase/sentence. <b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes. <b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. <b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults.
<b>P-SCI 1.</b> Child observes and describes observable phenomena (objects, materials, organisms, and events).	By 60 Months	Represents observable phenomena with pictures, diagrams, and 3-D models.	<b>C-ARTS.3.B</b> Creates drawings, paintings, and models with an increasing level of detail. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>SC-SP.3.A</b> With teacher guidance, participates in recording scientific observations and data.
<b>P-SCI 2.</b> Child engages in scientific talk.	36–48 Months	Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	<b>LL-LC.3.C</b> Attempts to integrate new vocabulary into oral communication with peers and adults. <b>LL-LC.3.AA</b> Repeats or attempts to use words heard in the everyday language or environment. <b>LL-LC.3.B</b> Attempts to use words to label familiar objects, people, places, emotions, and actions. <b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less”), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects.
<b>P-SCI 2.</b> Child engages in scientific talk.	48–60 Months	Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	<b>LL-LC.3.E</b> Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on classroom reading and content. <b>LL-LC.3.D</b> Explains meaning or attempts to use descriptive words and abstract nouns (“friendship”) and verbs (“love”). <b>LL-LC.3.A</b> Shows interest in new words or asks questions to acquire new vocabulary. <b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., “longer,” “shorter”), height terms (i.e., “taller,” “shorter”), volume terms (i.e., “more,” “less”), and weight terms (i.e., “heavier,” “lighter”) using gestures or objects.



## DOMAIN: COGNITION: SCIENTIFIC REASONING

### SUBDOMAIN: SCIENTIFIC INQUIRY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SCI 2.</b> Child engages in scientific talk.	By 60 Months	Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.	<p><b>SC-LES.1.C</b> Compares and contrasts the natural world and the human-made world, such as the wind provides a breeze outside and so does a fan.</p> <p><b>SC-LES.2.C</b> Compares and contrasts the different seasons.</p> <p><b>SC-P.4.E</b> Compares and contrasts how different factors change the motion of objects.</p> <p><b>M-M.1.B</b> Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects.</p> <p><b>SC-P.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.</p> <p><b>SC-SP.1.B</b> Observes and describes cause and effect.</p> <p><b>SC-P.3.E</b> Makes recommendations based on observations and conclusions.</p>
<b>P-SCI 2.</b> Child engages in scientific talk.	By 60 Months	Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.	<p><b>SC-P.4.AA</b> Explores the motion of objects by pushing and pulling objects and identifies whether an object is stationary or moving.</p> <p><b>SC-P.4.E</b> Compares and contrasts how different factors change the motion of objects.</p> <p><b>SC-LES.4.B</b> Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features.</p> <p><b>SC-LES.5.B</b> Identifies that plants are living and identifies characteristics and features of plants.</p> <p><b>SC-P.1.B</b> Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.</p>
<b>P-SCI 3.</b> Child compares and categorizes observable phenomena.	36–48 Months	Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.	<p><b>M-PFA.1.A</b> Sorts and groups objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-PFA.1.B</b> Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.</p> <p><b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container?"</p> <p><b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"</p>



## DOMAIN: COGNITION: SCIENTIFIC REASONING

### SUBDOMAIN: SCIENTIFIC INQUIRY

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SCI 3.</b> Child compares and categorizes observable phenomena.	48–60 Months	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	<b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category. <b>M-PFA.1.D</b> Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. <b>M-M.1.C</b> Uses nonstandard units to measure objects by filling, covering, or matching, like when answering “How many scoops of sand fill a container?” <b>M-M.1.D</b> Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering “Which container holds more beans?” <b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.
<b>P-SCI 3.</b> Child compares and categorizes observable phenomena.	By 60 Months	Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.	<b>M-PFA.1.E</b> Sorts and groups objects into multiple categories such as size and color, or function and category at the same time. <b>M-PFA.1.D</b> Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. <b>M-PFA.1.C</b> Sorts and groups objects based on more complex attributes such as function or category. <b>SC-P.1.A</b> Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on.
<b>P-SCI 3.</b> Child compares and categorizes observable phenomena.	By 60 Months	Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.	<b>M-M.1.E</b> Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects. <b>SC-SP.1.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment.

## DOMAIN: COGNITION: SCIENTIFIC REASONING

### SUBDOMAIN: REASONING AND PROBLEM SOLVING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SCI 4.</b> Child asks a question, gathers information, and makes predictions.	36–48 Months	Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”	<b>SC-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. <b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. <b>SC-SP.1.B</b> Observes and describes cause and effect. <b>SC-SP.1.C</b> With teacher guidance, begins to formulate own questions based on observations. <b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.



## DOMAIN: COGNITION: SCIENTIFIC REASONING

### SUBDOMAIN: REASONING AND PROBLEM SOLVING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SCI 4.</b> Child asks a question, gathers information, and makes predictions.	48–60 Months	Asks more complex questions. Uses other sources besides adults to gather information, such as books or other experts. Uses background knowledge and experiences to make predictions.	<b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. <b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. <b>LL-NC.5.B</b> Recognizes that informational texts are a source of information. <b>SC-SP.1.D</b> Formulates own science-oriented questions based on observations. <b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. <b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). <b>LL-LC.2.E</b> Uses question words to ask complex questions in order to gain information. Asks follow-up questions to clarify information.
<b>P-SCI 4.</b> Child asks a question, gathers information, and makes predictions.	By 60 Months	Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”	<b>SC-SP.1.D</b> Formulates own science-oriented questions based on observations. <b>SC-SP.1.E</b> With teacher guidance, uses one’s formulated science-oriented questions to plan simple explorations or experiments. <b>SC-SP.1.A</b> With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.
<b>P-SCI 4.</b> Child asks a question, gathers information, and makes predictions.	By 60 Months	Gathers information about a question by looking at books or discussing prior knowledge and observations.	<b>LL-NC.5.B</b> Recognizes that informational texts are a source of information. <b>LL-NC.5.E</b> Uses features of informational text such as charts, diagrams, graphs, or maps as a source of information. <b>SC-SP.2.A</b> Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. <b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. <b>LL-NC.2.B</b> Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).
<b>P-SCI 4.</b> Child asks a question, gathers information, and makes predictions.	By 60 Months	Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow,” or “I think adding yellow paint to purple will make brown.”	<b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. <b>SC-SP.3.C</b> Draws conclusions on prior knowledge and recorded information. <b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. <b>SC-SP.3.E</b> Makes recommendations based on observations and conclusions. <b>SC-P.1.C</b> Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. <b>SC-P.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper’s properties impact the building process.



## DOMAIN: COGNITION: SCIENTIFIC REASONING

### SUBDOMAIN: REASONING AND PROBLEM SOLVING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SCI 5.</b> Child plans and conducts investigations and experiments.	36–48 Months	With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	<p><b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p><b>M-DAP.2.AA</b> Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support.</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>SC-SP.3.A</b> With teacher guidance, participates in recording scientific observations and data.</p> <p><b>SC-SP.2.B</b> Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions.</p> <p><b>SC-P.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper’s properties impact the building process.</p>
<b>P-SCI 5.</b> Child plans and conducts investigations and experiments.	48–60 Months	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.	<p><b>SC-SP.2.C</b> With teacher guidance, begins to hypothesize before teacher-led experiments.</p> <p><b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation.</p> <p><b>M-DAP.2.A</b> Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color).</p> <p><b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.</p> <p><b>SC-SP.3.B</b> Begins to identify relevant information and collects and records information in own journal or paper.</p> <p><b>SC-P.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper’s properties impact the building process.</p>
<b>P-SCI 5.</b> Child plans and conducts investigations and experiments.	By 60 Months	Articulates steps to be taken and lists materials needed for an investigation or experiment.	<p><b>SC-SP.1.E</b> With teacher guidance, uses one’s formulated science-oriented questions to plan simple explorations or experiments.</p> <p><b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation.</p> <p><b>ATL.8.D</b> Creates and follows through with simple plans independently.</p> <p><b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project.</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p>



## DOMAIN: COGNITION: SCIENTIFIC REASONING

### SUBDOMAIN: REASONING AND PROBLEM SOLVING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SCI 5.</b> Child plans and conducts investigations and experiments.	By 60 Months	Implements steps and uses materials to explore testable questions, such as "Do plants need water to grow?" by planting seeds and giving water to some but not to others.	<b>SC-SP.2.D</b> Makes hypotheses, and tests their hypotheses through experimentation. <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>ATL.8.B</b> Uses adult-created organization tools to complete steps of a simple task or project. <b>SC-SP.1.E</b> With teacher guidance, uses one's formulated science-oriented questions to plan simple explorations or experiments.
<b>P-SCI 5.</b> Child plans and conducts investigations and experiments.	By 60 Months	Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.	<b>M-DAP.2.A</b> Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color). <b>SC-SP.2.AA</b> Uses senses and tools to explore and manipulate objects and materials in the environment. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>SC-SP.3.B</b> Begins to identify relevant information and collects and records information in own journal or paper.
<b>P-SCI 6.</b> Child analyzes results, draws conclusions, and communicates results.	36–48 Months	With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"	<b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. <b>SC-SP.3.C</b> Draws conclusions on prior knowledge and recorded information. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation.
<b>P-SCI 6.</b> Child analyzes results, draws conclusions, and communicates results.	48–60 Months	With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	<b>M-DAP.1.D</b> Uses comparative language to describe the quantities in each category. For example, answers "Did more people bike or walk to school?" or "Which column has fewer responses?" <b>SC-P.1.E</b> Evaluates how well materials suit their intended purposes based on their physical characteristics, such as explores using tissue paper to construct a tower and considers how the paper's properties impact the building process. <b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. <b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions.



## DOMAIN: COGNITION: SCIENTIFIC REASONING

### SUBDOMAIN: REASONING AND PROBLEM SOLVING

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-SCI 6.</b> Child analyzes results, draws conclusions, and communicates results.	By 60 Months	Analyzes and interprets data and summarizes results of investigation.	<b>M-DAP.1.E</b> Identifies trends and makes inferences from data. <b>SC-SP.1.B</b> Observes and describes cause and effect. <b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information.
<b>P-SCI 6.</b> Child analyzes results, draws conclusions, and communicates results.	By 60 Months	Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.	<b>SC-SP.1.B</b> Observes and describes cause and effect. <b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. <b>SC-SP.2.E</b> Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. <b>M-DAP.1.E</b> Identifies trends and makes inferences from data. <b>SC-SP.3.C</b> Draws conclusions on prior knowledge and recorded information.
<b>P-SCI 6.</b> Child analyzes results, draws conclusions, and communicates results.	By 60 Months	With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.	<b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. <b>SC-SP.3.E</b> Makes recommendations based on observations and conclusions. <b>ATL.4.E</b> Assesses tasks and makes adjustments to strategies for updates or revisions. <b>ATL.5.D</b> With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error).
<b>P-SCI 6.</b> Child analyzes results, draws conclusions, and communicates results.	By 60 Months	Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.	<b>M-DAP.1.E</b> Identifies trends and makes inferences from data. <b>SC-SP.1.B</b> Observes and describes cause and effect. <b>SC-SP.3.D</b> Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. <b>SC-SP.3.B</b> Begins to identify relevant information and collects and records information in own journal or paper. <b>LL-WR.2.B</b> Draws and/or writes to represent and describe an object, event, or observation. <b>M-DAP.2.C</b> Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes).



## DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

### SUBDOMAIN: GROSS MOTOR

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles.	36–48 Months	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	<p><b>PD.1.AA</b> Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p><b>PD.1.A</b> Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p> <p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p>
<b>P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles.	48–60 Months	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	<p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p><b>PD.1.C</b> Begins to coordinate upper and lower body such as riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p>
<b>P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles.	By 60 Months	Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.	<p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as travels 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>
<b>P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles.	By 60 Months	Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.	<p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as travels forwards, sideways or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p> <p><b>C-ARTS.1.E</b> Creates and leads dances or movement sequences and begins to synchronize music with movement.</p>



## DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

### SUBDOMAIN: GROSS MOTOR

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-PMP 1.</b> Child demonstrates control, strength, and coordination of large muscles.	By 60 Months	Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.	<p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p><b>PD.1.C</b> Begins to coordinate upper and lower body such as riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as travels forwards, sideways or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p><b>C-ARTS.1.AA</b> Moves body spontaneously to music.</p>
<b>P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.	36–48 Months	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	<p><b>PD.1.AA</b> Sits down and stands up with control. Moves body in a variety of ways such as walking, running, and galloping. Walks up and down the stairs with assistance. Throws balls and attempts to kick balls.</p> <p><b>PD.1.C</b> Begins to coordinate upper and lower body such as riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p><b>PD.1.A</b> Begins to develop balance and coordination in gross motor movements, such as moving arms and legs together to climb, push, or pull. Jumps with two feet.</p>
<b>P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.	48–60 Months	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	<p><b>PD.1.C</b> Begins to coordinate upper and lower body such as riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as travels forwards, sideways or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p><b>PD.1.B</b> Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p>



## DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

### SUBDOMAIN: GROSS MOTOR

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.	By 60 Months	Demonstrates awareness of own body and other people's space during interactions.	<p><b>P.D.1.C</b> Begins to coordinate upper and lower body such as riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as travels forwards, sideways or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p><b>SE.5.A</b> Engages with peers with teacher modeling and participates in organized group activities.</p> <p><b>ATL.9.B</b> Identifies and anticipates materials and expectations needed for everyday and routine activities.</p>
<b>P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.	By 60 Months	Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.	<p><b>P.D.1.C</b> Begins to coordinate upper and lower body such as riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as travels forwards, sideways or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p>
<b>P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.	By 60 Months	When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.	<p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as travels forwards, sideways or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p><b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.</p> <p><b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p><b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p>



## DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

### SUBDOMAIN: GROSS MOTOR

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-PMP 2.</b> Child uses perceptual information to guide motions and interactions with objects and other people.	By 60 Months	Changes directions when moving with little difficulty.	<p><b>PD.1.D</b> Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements.</p> <p><b>PD.1.E</b> Demonstrates coordinated gross motor movements in a variety of ways such as travels forwards, sideways or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.</p> <p><b>C-ARTS.1.A</b> Participates in guided movement activities by copying dances and movements introduced by others.</p> <p><b>M-GS.3.D</b> Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects.</p> <p><b>M-GS.3.B</b> Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects.</p> <p><b>M-GS.3.C</b> Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures.</p>

## DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

### SUBDOMAIN: FINE MOTOR

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-PMP 3.</b> Child demonstrates increasing control, strength, and coordination of small muscles.	36–48 Months	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	<p><b>PD.2.AA</b> Uses two hands to hold containers, stacks objects such as blocks with coordination.</p> <p><b>PD.2.A</b> Uses hands and fingers to complete a variety of tasks such as opening drawers and cabinets.</p> <p><b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles.</p> <p><b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, connecting small toys such as linking cubes or blocks.</p> <p><b>P.D.3.B</b> Draws circles, squares, and crosses with model.</p> <p><b>PD.3.AA</b> Uses crayons or markers with some coordination.</p>
<b>P-PMP 3.</b> Child demonstrates increasing control, strength, and coordination of small muscles.	48–60 Months	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	<p><b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, connecting small toys such as linking cubes or blocks.</p> <p><b>PD.3.AA</b> Uses crayons or markers with some coordination.</p> <p><b>P.D.3.B</b> Draws circles, squares, and crosses with model.</p> <p><b>LL-WR.4.B</b> Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters.</p>



## DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

### SUBDOMAIN: FINE MOTOR

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-PMP 3.</b> Child demonstrates increasing control, strength, and coordination of small muscles.	By 60 Months	Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.	<b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cuts along lines with accuracy. <b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing card activities, and cutting out simple shapes with accuracy. <b>PD.2.B</b> Uses hands, wrists, and fingers to complete a variety of tasks such as pouring, scooping, opening lids to easy-to-open jars, and simple puzzles. <b>PD.2.C</b> Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, connecting small toys such as linking cubes or blocks.
<b>P-PMP 3.</b> Child demonstrates increasing control, strength, and coordination of small muscles.	By 60 Months	Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.	<b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs. <b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs.
<b>P-PMP 3.</b> Child demonstrates increasing control, strength, and coordination of small muscles.	By 60 Months	Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.	<b>PD.2.D</b> Demonstrates controlled fine motor movements in a variety of ways such as cuts along lines with accuracy. <b>PD.2.E</b> Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing card activities, and cutting out simple shapes with accuracy. <b>PD.3.D</b> Begins to use a tripod grasp when writing and copies complex designs. <b>PD.3.E</b> Consistently uses a tripod grasp when writing and copies and creates complex designs.

## DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

### SUBDOMAIN: HEALTH, SAFETY, AND NUTRITION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-PMP 4.</b> Child demonstrates personal hygiene and self-care skills.	36–48 Months	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	<b>PD.4.AA</b> Begins to recognize and accepts help in self-care and hygiene routines. <b>PD.4.A</b> With teacher guidance, follows self-care and hygiene routines. <b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate.



## DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

### SUBDOMAIN: HEALTH, SAFETY, AND NUTRITION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-PMP 4.</b> Child demonstrates personal hygiene and self-care skills.	48–60 Months	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	<b>PD.4.B</b> Demonstrates understanding of self-care and hygiene routines and begins to initiate. <b>PD.4.C</b> Completes self-care and hygiene routines with minimal assistance.
<b>P-PMP 4.</b> Child demonstrates personal hygiene and self-care skills.	By 60 Months	Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.	<b>PD.4.D</b> Independently completes self-care and hygiene routines. <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.
<b>P-PMP 4.</b> Child demonstrates personal hygiene and self-care skills.	By 60 Months	Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.	<b>PD.4.D</b> Independently completes self-care and hygiene routines. <b>PD.4.E</b> Understands and describes the importance of self-care and hygiene routines.
<b>P-PMP 5.</b> Child develops knowledge and skills that help promote nutritious food choices and eating habits.	36–48 Months	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	<b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes. <b>PD.5.A</b> Recognizes and identifies a variety of different food. <b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. <b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.
<b>P-PMP 5.</b> Child develops knowledge and skills that help promote nutritious food choices and eating habits.	48–60 Months	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	<b>PD.5.B</b> Demonstrates understanding of types of foods and preferences. <b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. <b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy.
<b>P-PMP 5.</b> Child develops knowledge and skills that help promote nutritious food choices and eating habits.	By 60 Months	Identifies a variety of healthy and unhealthy foods.	<b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. <b>PD.5.D</b> Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. <b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy. <b>PD.5.A</b> Recognizes and identifies a variety of different foods.



## DOMAIN: PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

### SUBDOMAIN: HEALTH, SAFETY, AND NUTRITION

Standard	Age Range	Indicators	Every Child Ready Standard(s)
<b>P-PMP 5.</b> Child develops knowledge and skills that help promote nutritious food choices and eating habits.	By 60 Months	Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	<b>PD.5.E</b> Understands and describes different foods and how they give our bodies nutrients and energy. <b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy.
<b>P-PMP 5.</b> Child develops knowledge and skills that help promote nutritious food choices and eating habits.	By 60 Months	Moderates food consumption based on awareness of own hunger and fullness.	<b>PD.5.AA</b> Uses senses to experience a variety of food during mealtimes. <b>PD.5.C</b> Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. <b>PD.5.B</b> Demonstrates understanding of types of foods and preferences. <b>SOC.3.AA</b> Verbally or nonverbally expresses wants and needs with simple phrases or gestures.
<b>P-PMP 6.</b> Child demonstrates knowledge of personal safety practices and routines.	36–48 Months	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	<b>PD.6.A</b> With teacher guidance, follows safety procedures. <b>PD.6.AA</b> Begins to recognize and accepts help in following safety procedures.
<b>P-PMP 6.</b> Child demonstrates knowledge of personal safety practices and routines.	48–60 Months	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	<b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate. <b>PD.6.C</b> Independently follows safety procedures. <b>PD.6.D</b> Understands and describes the importance of safety procedures.
<b>P-PMP 6.</b> Child demonstrates knowledge of personal safety practices and routines.	By 60 Months	Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.	<b>PD.6.C</b> Independently follows safety procedures. <b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate. <b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors. <b>ATL.9.C</b> Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). <b>PD.6.D</b> Understands and describes the importance of safety procedures.
<b>P-PMP 6.</b> Child demonstrates knowledge of personal safety practices and routines.	By 60 Months	Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.	<b>PD.6.B</b> Demonstrates understanding of safety procedures and begins to initiate. <b>PD.6.C</b> Independently follows safety procedures. <b>PD.6.A</b> With teacher guidance, follows safety procedures. <b>PD.6.D</b> Understands and describes the importance of safety procedures. <b>PD.6.E</b> Understands and describes how to get help when there are unsafe objects, substances, or behaviors.



[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 upper right quadrant of the grid.



[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. The grid of dots is composed of small, light gray circles arranged in a regular pattern. The sun is located in the upper right quadrant of the image.





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