Every Child Ready Standards & Illinois Early Learning and Development Standards Alignment

Every Child Ready Standards & Illinois Early Learning and Development Standards Alignment

Language Arts

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.A** Demonstrate understanding through age-appropriate responses.	**1.A.ECa** Follow simple one-, two- and three-step directions.	**LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions. **ATL.7.B** Independently follows two- to three-step verbal adult directions.
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.A** Demonstrate understanding through age-appropriate responses.	**1.A.ECb** Respond appropriately to questions from others.	**LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **SE.3.AA** Responds to own name.
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.A** Demonstrate understanding through age-appropriate responses.	**1.A.ECc** Provide comments relevant to the context.	**LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. **LL-LC.4.E** Modifies conversations based on the context or listener. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence.
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.A** Demonstrate understanding through age-appropriate responses.	**1.A.ECd** Identify emotions from facial expressions and body language.	**SE.1.B** With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. **SE.4.A** With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations.

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GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.B** Communicate effectively using language appropriate to the situation and audience.	**1.B.ECa** Use language for a variety of purposes.	**LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. **LL-NC.4.D** Constructs a personal narrative with three or more events in a coherent sequence. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures.
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.B** Communicate effectively using language appropriate to the situation and audience.	**1.B.ECb** With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.	**LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. **LL-LC.4.E** Modifies conversations based on the context or listener.
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.B** Communicate effectively using language appropriate to the situation and audience.	**1.B.ECc** Continue a conversation through two or more exchanges.	**LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. **LL-LC.4.E** Modifies conversations based on the context or listener. **SE.5.A** Engages with peers with teacher modeling and participates in organized group activities.

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GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.B** Communicate effectively using language appropriate to the situation and audience.	**1.B.ECd** Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).	**LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener. **LL-LC.4.E** Modifies conversations based on the context or listener. **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.C** Use language to convey information and ideas.	**1.C.ECa** Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.	**LL-LC.2.AA** Verbally labels familiar objects, body parts, people, or emotions using one-word responses. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. **SOC.4.B** Recognizes and describes common geographical features within their region.
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.D** Speak using conventions of Standard English.	**1.D.ECa** With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.	**LL-LC.5.B** Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). **LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **LL-LC.5.E** Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").

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GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.D** Speak using conventions of Standard English.	**1.D.ECb** Speak using age-appropriate conventions of Standard English grammar and usage.	**LL-LC.5.A** Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). **LL-LC.5.B** Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). **LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **LL-LC.5.E** Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.D** Speak using conventions of Standard English.	**1.D.ECc** Understand and use question words in speaking.	**LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions. **LL-LC.1.E** Confirms understanding of spoken language, requests, and complex sentences through verbal or nonverbal requests for clarification.
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.E** Use increasingly complex phrases, sentences, and vocabulary.	**1.E.ECa** With teacher assistance, begin to use increasingly complex sentences.	**LL-LC.5.A** Makes an attempt at using correct syntax with a noun and verb (i.e., "Armel throw"). **LL-LC.5.B** Continues to develop more complex sentences using syntax with a noun and verb and object (i.e., "Armel throws the ball"). **LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball"). **LL-LC.5.D** Uses complex sentences with correct word order and syntax. Begins to use prepositions (i.e., "Armel throws the round blue ball on the roof"). **LL-LC.5.E** Use clauses and conjunctions as part of a complex sentence with correct word order and syntax (i.e., "Armel threw the blue ball, and it got stuck on the roof").

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Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.E** Use increasingly complex phrases, sentences, and vocabulary.	**1.E.ECb** Exhibit curiosity and interest in learning new words heard in conversations and books.	**LL-LC.3.AA** Repeats or attempts to use words heard in the everyday language or environment. **LL-LC.3.A** Shows interest in new words or asks questions to acquire new vocabulary. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own.
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.E** Use increasingly complex phrases, sentences, and vocabulary.	**1.E.ECc** With teacher assistance, use new words acquired through conversations and book-sharing experiences.	**LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults.
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.E** Use increasingly complex phrases, sentences, and vocabulary.	**1.E.ECd** With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).	**LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.3.D** Explains meaning or attempts to use descriptive words and abstract nouns (“friendship”) and verbs (“love”). **M-PFA.1.C** Sorts and groups objects based on more complex attributes such as function or category.
GOAL 1 Demonstrate increasing competence in oral communication (listening and speaking).	**1.E** Use increasingly complex phrases, sentences, and vocabulary.	**1.E.ECe** With teacher assistance, use adjectives to describe people, places, and things.	**LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., “Armel throws the blue ball”). **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.

Language Arts

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 2 Demonstrate understanding and enjoyment of literature.	**2.A** Demonstrate interest in stories and books.	**2.A.ECa** Engage in book-sharing experiences with purpose and understanding.	**LL-BK.1.B** Selects and requests that a favorite or familiar book be read by an adult. **LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-BK.1.D** Looks at books independently or with peers. **LL-BK.1.E** Invites peers to look at books or ask questions about books read by peers. **LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud.
GOAL 2 Demonstrate understanding and enjoyment of literature.	**2.A** Demonstrate interest in stories and books.	**2.A.ECb** Look at books independently, pretending to read.	**LL-BK.1.D** Looks at books independently or with peers. **LL-BK.1.E** Invites peers to look at books or ask questions about books read by peers. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work.
GOAL 2 Demonstrate understanding and enjoyment of literature.	**2.B** Recognize key ideas and details in stories.	**2.B.ECa** With teacher assistance, ask and answer questions about books read aloud.	**LL-NC.1.C** Identifies and answers questions about events in a story. **LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). **LL-NC.2.D** Makes inferences to answer simple "why" questions by using background knowledge and events in a text. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic.
GOAL 2 Demonstrate understanding and enjoyment of literature.	**2.B** Recognize key ideas and details in stories.	**2.B.ECb** With teacher assistance, retell familiar stories with three or more key events.	**LL-NC.3.C** Retells three or more events from a familiar story in any order using visuals or gestures. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures.
GOAL 2 Demonstrate understanding and enjoyment of literature.	**2.B** Recognize key ideas and details in stories.	**2.B.ECc** With teacher assistance, identify main character(s) of the story.	**LL-NC.1.A** Identifies and describes the main character in a story.

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Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 2 Demonstrate understanding and enjoyment of literature.	**2.C** Recognize concepts of books.	**2.C.ECa** Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).	**LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). **LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud. **LL-BK.1.C** Listens to a wide variety of age appropriate literature read aloud. **LL-BK.1.D** Looks at books independently or with peers.
GOAL 2 Demonstrate understanding and enjoyment of literature.	**2.C** Recognize concepts of books.	**2.C.ECb** Identify the front and back covers of books and display the correct orientation of books and page-turning skills.	**LL-BK.2.A** Demonstrates understanding of proper book orientation by holding books right side up and turning one page at a time, starting from the first page. **LL-BK.2.E** Demonstrates understanding of the title and back cover of a book. Identifies some words, such as those that are repeated regularly or have a known first sound in a familiar text.
GOAL 2 Demonstrate understanding and enjoyment of literature.	**2.C** Recognize concepts of books.	**2.C.ECc** With teacher assistance, describe the role of an author and illustrator.	**SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers.
GOAL 2 Demonstrate understanding and enjoyment of literature.	**2.D** Establish personal connections with books.	**2.D.ECa** With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.	**LL-NC.2.AA** Responds to illustrations or photos by using at least one word. **LL-NC.2.A** Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. **LL-BK.2.B** Uses illustrations to tell a familiar story. **LL-BK.2.C** Uses illustrations to tell a familiar story with intonation and expression, using repeated phrases.
GOAL 2 Demonstrate understanding and enjoyment of literature.	**2.D** Establish personal connections with books.	**2.D.ECb** With teacher assistance, compare and contrast two stories relating to the same topic.	**LL-NC.5.D** Describes the relationship between an informational text and another text about a similar topic.

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Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 3 Demonstrate interest in and understanding of informational text.	**3.A** Recognize key ideas and details in nonfiction text.	**3.A.ECa** With teacher assistance, ask and answer questions about details in a nonfiction book.	**LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.). **LL-NC.5.B** Recognizes that informational texts are a source of information. **LL-NC.5.C** Makes connections between own experiences, background knowledge, and information presented in an informational text. **LL-NC.5.D** Describes the relationship between an informational text and another text about a similar topic.
GOAL 3 Demonstrate interest in and understanding of informational text.	**3.A** Recognize key ideas and details in nonfiction text.	**3.A.ECb** With teacher assistance, retell detail(s) about main topic in a nonfiction book.	**LL-NC.3.B** Retells two events from a familiar narrative using visuals or gestures. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures. **LL-NC.5.C** Makes connections between own experiences, background knowledge, and information presented in an informational text. **LL-NC.5.A** Listens and responds to a wide variety of informational texts read aloud.
GOAL 3 Demonstrate interest in and understanding of informational text.	**3.B** Recognize features of nonfiction books.	**3.B.ECa** With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.	**LL-NC.5.D** Describes the relationship between an informational text and another text about a similar topic. **LL-NC.2.A** Uses the book cover, illustrations, or photos to make simple predictions about the topic or text. **LL-NC.2.B** Answers factual questions using a variety of text types (predictable, informational, poetry, etc.).
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.A** Demonstrate understanding of the organization and basic features of print.	**4.A.ECa** Recognize the differences between print and pictures.	**LL-BK.3.B** Distinguishes between print and images in books and in the environment.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.A** Demonstrate understanding of the organization and basic features of print.	**4.A.ECb** Begin to follow words from left to right, top to bottom, and page by page.	**LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text. **LL-WR.5.A** Writes from the top of the page to the bottom when writing, even at the emergent writing stage. **LL-WR.5.B** Uses left to right directionality when writing, even at the emergent writing stage.

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GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.A** Demonstrate understanding of the organization and basic features of print.	**4.A.ECc** Recognize the one-to-one relationship between spoken and written words.	**LL-BK.2.D** Tracks print from left to right and top to bottom while imitating reading a familiar text. **LL-WR.7.C** Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.1.B** Contributes ideas and opinions to a shared writing experience with teacher support and dictation. **LL-BK.3.C** Demonstrates understanding that print has meaning and begins to connect environmental print with objects or locations in the classroom.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.A** Demonstrate understanding of the organization and basic features of print.	**4.A.ECd** Understand that words are separated by spaces in print.	**LL-WR.5.C** Leaves spaces between words when writing. **LL-BK.3.E** Identifies basic elements of print, like spaces between words or punctuation at the end of a sentence (period, exclamation mark, question mark).
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.A** Demonstrate understanding of the organization and basic features of print.	**4.A.ECe** Recognize that letters are grouped to form words.	**LL-BK.3.D** Points to one word and one letter in an unfamiliar text or around the room. **LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.A** Demonstrate understanding of the organization and basic features of print.	**4.A.ECf** Differentiate letters from numerals.	**LL-BK.3.D** Points to one word and one letter in an unfamiliar text or around the room. **LL-AK.1.D** Identifies up to 30 uppercase or lowercase letters. **M-NC.5.D** Says the names of numerals 0–10 shown in random order.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.B** Demonstrate an emerging knowledge and understanding of the alphabet.	**4.B.ECa** With teacher assistance, recite the alphabet.	**ATL.6.AA** Follows along with and participates in songs, chants, and simple stories. **LL-AK.1.D** Identifies up to 30 uppercase or lowercase letters. **LL-AK.1.E** Identifies all 26 uppercase and lowercase letters in random order.

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GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.B** Demonstrate an emerging knowledge and understanding of the alphabet.	**4.B.ECb** Recognize and name some upper/ lowercase letters of the alphabet, especially those in own name.	**LL-AK.1.A** Identifies up to five uppercase or lowercase letters. Some letters may be in own name. **LL-AK.1.B** Identifies up to ten uppercase or lowercase letters. **LL-AK.1.C** Identifies up to 20 uppercase or lowercase letters. **LL-AK.1.D** Identifies up to 30 uppercase or lowercase letters. **LL-AK.1.E** Identifies all 26 uppercase and lowercase letters in random order.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.B** Demonstrate an emerging knowledge and understanding of the alphabet.	**4.B.ECc** With teacher assistance, match some upper/lowercase letters of the alphabet.	**M-PFA.1.AA** Matches one item that is similar to a given group with a provided example. **LL-AK.1.A** Identifies up to five uppercase or lowercase letters. Some letters may be in own name. **LL-AK.1.B** Identifies up to ten uppercase or lowercase letters. **LL-AK.1.C** Identifies up to 20 uppercase or lowercase letters. **LL-AK.1.D** Identifies up to 30 uppercase or lowercase letters. **LL-AK.1.E** Identifies all 26 uppercase and lowercase letters in random order.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.B** Demonstrate an emerging knowledge and understanding of the alphabet.	**4.B.ECd** With teacher assistance, begin to form some letters of the alphabet, especially those in own name.	**LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. **LL-WR.4.D** Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.A** When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters. **LL-WR.3.B** Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.C** Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.D** Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.

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Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.C** Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	**4.C.ECa** Recognize that sentences are made up of separate words.	**LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. **LL-WR.5.C** Leaves spaces between words when writing. **LL-WR.7.C** Writes a short, dictated sentence using phonetic spelling, leaving spaces between words when writing. **LL-WR.7.D** Writes a short sentence using phonetic spelling, leaving spaces between words when writing.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.C** Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	**4.C.ECb** With teacher assistance, recognize and match words that rhyme.	**LL-PA.3.B** Listens to and fills in the missing rhyming word from a familiar song, poem, rhyme, fingerplay, or story. For example, "Twinkle, twinkle little star. How I wonder what you ____." **LL-PA.3.C** Identifies if two words rhyme when given in a pair. For example, "My words are 'cat' and 'hat.' Do these two words rhyme? My words are 'cat' and 'pan.' Do these two words rhyme?" **LL-PA.3.D** Produces at least one real or nonsense rhyming word when given a pair of CVC words, like "cat" and "hat."
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.C** Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	**4.C.ECc** Demonstrate ability to segment and blend syllables in words (e.g., "trac/tor, tractor").	**LL-PA.2.B** Segments the syllables in one- and two-syllable words verbally or nonverbally. **LL-PA.2.C** Segments the syllables in three- and four-syllable words verbally or nonverbally. **LL-PA.2.D** Blends the syllables in two- to three-syllable words.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.C** Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	**4.C.ECd** With teacher assistance, isolate and pronounce the initial sounds in words.	**LL-PA.4.A** Identifies the initial consonant sounds in familiar words (no blends and digraphs). **LL-PA.4.B** Identifies if a pair of given words have the same initial consonant sound with picture support (no blends or digraphs). **LL-PA.4.C** Produces words that have the same initial sound when given a consonant sound.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.C** Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	**4.C.ECe** With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).	**LL-PA.6.B** Blends a two-phoneme word with teacher support. **LL-PA.6.D** Blends three phonemes in familiar CVC words.

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Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.C** Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	**4.C.ECf** With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).	**LL-PA.6.C** Segments a two-phoneme word. **LL-PA.6.E** Segments three phonemes in familiar CVC words to identify the individual phonemes.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.C** Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	**4.C.ECg** With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).	**LL-PA.4.E** Adds a new beginning sound to create a new word. For example, adding /c/ to "an" to create the word "can." **LL-PA.6.A** Repeats an individual sound. **LL-PA.6.B** Blends a two-phoneme word with teacher support.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.D** Demonstrate emergent phonics and word-analysis skills.	**4.D.ECa** Recognize own name and common signs and labels in the environment.	**LL-BK.3.AA** Identifies familiar images or logos in environmental print. **LL-WR.3.D** Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-BK.3.B** Distinguishes between print and images in books and in the environment.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.D** Demonstrate emergent phonics and word-analysis skills.	**4.D.ECb** With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.	**LL-AK.2.B** Produces up to five letter sounds when shown uppercase or lowercase letters. **LL-AK.2.C** Produces up to ten letter sounds when shown uppercase or lowercase letters. **LL-AK.2.D** Produces up to 15 letter sounds when shown uppercase or lowercase letters. **LL-AK.2.E** Produces up to 26 uppercase and lowercase letter sounds when shown letters in random order.
GOAL 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.	**4.D** Demonstrate emergent phonics and word-analysis skills.	**4.D.ECc** With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.	**LL-WR.6.C** Writes the correct initial sound of a word. **LL-WR.6.D** Writes the final sound or another sound heard in a word. **LL-WR.6.E** Writes the correct initial, medial, and final sound when writing a CVC word. **LL-WR.7.A** Completes a sentence prompt with a written word using phonetic spelling.

Language Arts

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	**5.A** Demonstrate growing interest and abilities in writing.	**5.A.ECa** Experiment with writing tools and materials.	**LL-WR.4.AA** Makes any mark on paper. **LL-WR.2.AA** Draws to represent something or to communicate a thought. **PD.3.AA** Uses crayons or markers with some coordination. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration.
GOAL 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	**5.A** Demonstrate growing interest and abilities in writing.	**5.A.ECb** Use scribbles, letterlike forms, or letters/words to represent written language.	**LL-WR.4.A** Scribbles and makes marks on page. These may be continuous lines or separate shapes. The shapes may include dots, circles, or lines. **LL-WR.4.B** Writes letter-like forms and makes marks on page that look like conventional shapes or mock letters. **LL-WR.4.C** Writes letter-like symbols in strings. May leave spaces between symbols to indicate words. **LL-WR.4.D** Writes random recognizable letters in a row with spaces in between. Letters may be backward, reversed, or poorly formed and recognized only in context.
GOAL 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	**5.A** Demonstrate growing interest and abilities in writing.	**5.A.ECc** With teacher assistance, write own first name using appropriate upper/lowercase letters.	**LL-WR.3.A** When asked to write their name, child writes letter-like forms. Child makes marks on page that look like conventional shapes or mock letters. **LL-WR.3.B** Writes at least one recognizable letter from their name. The letter may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.C** Writes uppercase or lowercase letters that correspond to at least half of the letters in their name. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.D** Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context. **LL-WR.3.E** Writes all letters in their name in correct order. All letters are correct and could be recognized out of context.
GOAL 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	**5.B** Use writing to represent ideas and information.	**5.B.ECa** With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.	**LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **C-ARTS.3.A** Expresses self using a variety of art materials and tools.

Language Arts

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	**5.B** Use writing to represent ideas and information.	**5.B.ECb** With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.	**LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation.
GOAL 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	**5.B** Use writing to represent ideas and information.	**5.B.ECc** With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	**LL-WR.2.D** Draws and/or writes to represent simple events or stories that entertain, and revises when necessary. **LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation.
GOAL 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	**5.C** Use writing to research and share knowledge.	**5.C.ECa** Participate in group projects or units of study designed to learn about a topic of interest.	**LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.1.C** Contributes ideas and opinions to a shared writing experience by drawing or writing with teacher support. **LL-WR.1.D** Helps lead a shared writing experience with teacher or peers. **LL-WR.1.E** Explores a variety of digital tools (tablet, computer, etc.) to produce and publish writing, including in collaboration with peers.
GOAL 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	**5.C** Use writing to research and share knowledge.	**5.C.ECb** With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.	**LL-WR.2.B** Draws and/or writes to represent and describe an object, event, or observation. **LL-WR.2.C** Draws and/or writes to represent, share, or document information that is relevant to the classroom or theme. **ATL.9.C** Accesses prior knowledge to make an independent or social decision (e.g., lists reasons why they like a Center and wants to return, or fell on the slide yesterday, so exercises caution today). **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).

Mathematics

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.A** Demonstrate beginning understanding of numbers, number names, and numerals.	**6.A.ECa** Count with understanding and recognize "how many" in small sets up to 5.	**M-NC.2.B** Says numbers in order, matching each number word to each object when counting from 1–5. **M-NC.2.D** Says numbers in order, matching each number word to each object when counting from 1–10. **M-NC.3.B** Creates sets of 0–5 and begins to use cardinality to identify the last number counted.
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.A** Demonstrate beginning understanding of numbers, number names, and numerals.	**6.A.ECb** Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.	**M-NC.3.A** Subitizes by instantly saying how many are in a set without counting for quantities 1–3.
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.A** Demonstrate beginning understanding of numbers, number names, and numerals.	**6.A.ECc** Understand and appropriately use informal or everyday terms that mean zero, such as "none" or "nothing".	**M-NC.3.D** Creates sets of 0–10 and begins to use cardinality to identify the last number counted. **M-NC.4.A** Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. **M-NC.4.D** Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **M-NC.6.A** Matches a set of objects with the number symbol to represent the set for quantities 0–3. **M-NC.6.D** Matches a set of objects with the number symbol to represent the set for quantities 0–10. **M-NC.5.D** Says the names of numerals 0–10 shown in random order.
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.A** Demonstrate beginning understanding of numbers, number names, and numerals.	**6.A.ECd** Connect numbers to quantities they represent using physical models and informal representations.	**M-NC.6.B** Matches a set of objects with the number symbol to represent the set for quantities 0–5. **M-NC.6.C** Matches a set of objects with the number symbol to represent the set for quantities 0–7. **M-NC.6.D** Matches a set of objects with the number symbol to represent the set for quantities 0–10.

Mathematics

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.A** Demonstrate beginning understanding of numbers, number names, and numerals.	**6.A.ECe** Differentiate numerals from letters and recognize some single-digit written numerals.	**M-NC.5.A** Says the names of numerals 0–3 shown in random order. **M-NC.5.B** Says the names of numerals 0–5 shown in random order. **M-NC.5.C** Says the names of numerals 0–7 shown in random order. **M-NC.5.D** Says the names of numerals 0–10 shown in random order.
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.A** Demonstrate beginning understanding of numbers, number names, and numerals.	**6.A.ECf** Verbally recite numbers from 1 to 10.	**M-NC.1.A** Says number words in order from 1–3 from memory. **M-NC.1.D** Says number words in order from 1–10 from memory.
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.A** Demonstrate beginning understanding of numbers, number names, and numerals.	**6.A.ECg** Be able to say the number after another in the series up to 9 when given a "running start," as in "What comes after one, two, three, four…?".	**M-NC.1.A** Says number words in order from 1–3 from memory. **M-NC.1.D** Says number words in order from 1–10 from memory.
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.B** Add and subtract to create new numbers and begin to construct sets.	**6.B.ECa** Recognize that numbers (or sets of objects) can be combined or separated to make another number.	**M-NC.7.B** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. **M-NC.7.C** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 7. **M-NC.7.D** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 10. **M-NC.8.B** Counts a set of 1–5 objects. Takes objects away and counts how many are left. **M-NC.8.C** Counts a set of 1–7 objects. Takes objects away and counts how many are left. **M-NC.8.D** Counts a set of 1–10 objects. Takes objects away and counts how many are left.
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.B** Add and subtract to create new numbers and begin to construct sets.	**6.B.ECb** Show understanding of how to count out and construct sets of objects of a given number up to 5.	**M-NC.3.B** Creates sets of 0–5 and begins to use cardinality to identify the last number counted.

Mathematics

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.B** Add and subtract to create new numbers and begin to construct sets.	**6.B.ECc** Identify the new number created when small sets (up to 5) are combined or separated.	**M-NC.7.B** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. **M-NC.8.B** Counts a set of 1–5 objects. Takes objects away and counts how many are left.
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.B** Add and subtract to create new numbers and begin to construct sets.	**6.B.ECd** Informally solve simple mathematical problems presented in a meaningful context.	**M-NC.4.D** Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **M-NC.7.B** Counts two sets separately, then combines sets and counts the sets together to get the whole. Counts up to a total quantity of 5. **M-NC.8.B** Counts a set of 1–5 objects. Takes objects away and counts how many are left.
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.B** Add and subtract to create new numbers and begin to construct sets.	**6.B.ECe** Fairly share a set of up to 10 items between two children.	**M-NC.8.D** Counts a set of 1–10 objects. Takes objects away and counts how many are left. **M-NC.4.D** Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.C** Begin to make reasonable estimates of numbers.	**6.C.ECa** Estimate number of objects in a small set.	**M-NC.3.A** Subitizes by instantly saying how many are in a set without counting for quantities 1–3. **M-NC.4.A** Compares two groups to identify which has more or less for quantities 0–10 without matching or counting.
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.D** Compare quantities using appropriate vocabulary terms.	**6.D.ECa** Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice.	**M-NC.4.A** Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. **M-NC.4.D** Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **M-NC.4.C** Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same.

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Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.	**6.D** Compare quantities using appropriate vocabulary terms.	**6.D.ECb** Describe comparisons with appropriate vocabulary, such as "more", "less", "greater than", "fewer", "equal to", or "same as".	**M-NC.4.A** Compares two groups to identify which has more or less for quantities 0–10 without matching or counting. **M-NC.4.D** Matches 0–10 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **M-NC.4.C** Matches 0–7 objects from two sets using one-to-one correspondence to identify which set has more, less, or if they are the same. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions.
GOAL 7 Explore measurement of objects and quantities.	**7.A** Measure objects and quantities using direct comparison methods and nonstandard units.	**7.A.ECa** Compare, order, and describe objects according to a single attribute.	**M-PFA.2.A** Orders up to two objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.B** Orders up to three objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.C** Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.D** Uses ordinal numbers to order and describe relative position for up to three objects. **M-M.1.D** Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"
GOAL 7 Explore measurement of objects and quantities.	**7.A** Measure objects and quantities using direct comparison methods and nonstandard units.	**7.A.ECb** Use nonstandard units to measure attributes such as length and capacity.	**M-M.1.C** Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container? **M-M.1.D** Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"
GOAL 7 Explore measurement of objects and quantities.	**7.A** Measure objects and quantities using direct comparison methods and nonstandard units.	**7.A.ECc** Use vocabulary that describes and compares length, height, weight, capacity, and size.	**M-M.1.A** Demonstrates understanding of length terms (i.e., "longer," "shorter") and height terms (i.e., "taller," "shorter") using gestures or objects. **M-M.1.B** Demonstrates understanding of length terms (i.e., "longer," "shorter"), height terms (i.e., "taller," "shorter"), volume terms (i.e., "more," "less"), and weight terms (i.e., "heavier," "lighter") using gestures or objects. **M-M.1.D** Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?" **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions.

Mathematics

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 7 Explore measurement of objects and quantities.	**7.A** Measure objects and quantities using direct comparison methods and nonstandard units.	**7.A.ECd** Begin to construct a sense of time through participation in daily activities.	**M-M.2.B** Demonstrates the understanding of daily routines (order and general length of components). **M-M.2.C** Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later. **M-M.2.D** Demonstrates the understanding of weekly routines (e.g., specials, home days, school days).
GOAL 7 Explore measurement of objects and quantities.	**7.B** Begin to make estimates of measurements.	**7.B.ECa** Practice estimating in everyday play and everyday measurement problems.	**M-M.1.C** Uses nonstandard units to measure objects by filling, covering, or matching, like when answering "How many scoops of sand fill a container? **M-M.1.D** Uses nonstandard units to measure and then comparative language to describe the measurements of two objects, like when answering "Which container holds more beans?"
GOAL 7 Explore measurement of objects and quantities.	**7.C** Explore tools used for measurement.	**7.C.ECa** With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.	**M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.
GOAL 7 Explore measurement of objects and quantities.	**7.C** Explore tools used for measurement.	**7.C.ECb** Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.	**M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.
GOAL 8 Identify and describe common attributes, patterns, and relationships in objects.	**8.A** Explore objects and patterns.	**8.A.ECa** Sort, order, compare, and describe objects according to characteristics or attribute(s).	**M-PFA.1.B** Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape. **M-PFA.1.C** Sorts and groups objects based on more complex attributes such as function or category. **M-PFA.1.D** Sorts and groups objects or pictures that belong together by one attribute, then regroups according to a different attribute. **M-PFA.2.C** Order up to five objects by one attribute, such as size, shades of color, texture, or sound, using comparative language. **M-PFA.2.D** Uses ordinal numbers to order and describe relative position for up to three objects.

Mathematics

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 8 Identify and describe common attributes, patterns, and relationships in objects.	**8.A** Explore objects and patterns.	**8.A.ECb** Recognize, duplicate, extend, and create simple patterns in various formats.	**M-PFA.3.A** Uses objects, rhythm, or movement to copy simple AB patterns. **M-PFA.3.B** Uses objects, rhythm, or movement to copy and extend simple AB patterns. **M-PFA.3.C** Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.D** Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
GOAL 8 Identify and describe common attributes, patterns, and relationships in objects.	**8.B** Describe and document patterns using symbols.	**8.B.ECa** With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.	**M-PFA.3.A** Uses objects, rhythm, or movement to copy simple AB patterns. **M-PFA.3.B** Uses objects, rhythm, or movement to copy and extend simple AB patterns. **M-PFA.3.C** Uses rhythm and movement to copy simple and advanced patterns (e.g., AB, ABC, ABB, AAB). **M-PFA.3.D** Uses objects, rhythm, or movement to copy and extend simple and advanced patterns (e.g., AB, ABC, ABB, AAB).
GOAL 9 Explore concepts of geometry and spatial relations.	**9.A** Recognize, name, and match common shapes.	**9.A.ECa** Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).	**M-GS.1.B** Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.C** Identifies and describes the properties of common two-dimensional shapes using words like “sides,” “corners,” “curve.” **M-GS.1.D** Verbally or nonverbally identifies two-dimensional shapes in the environment or in books. **M-GS.1.E** Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube).
GOAL 9 Explore concepts of geometry and spatial relations.	**9.A** Recognize, name, and match common shapes.	**9.A.ECb** Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).	**M-PFA.1.A** Sorts and groups objects based on one attribute such as visual features like color, size, or shape. **M-PFA.1.B** Sorts and groups pictures of objects based on one attribute such as visual features like color, size, or shape.

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Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 9 Explore concepts of geometry and spatial relations.	**9.A** Recognize, name, and match common shapes.	**9.A.ECc** Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.	**M-GS.1.E** Verbally or nonverbally identifies three-dimensional shapes (sphere, cone, cylinder, cube). **M-GS.1.B** Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle).
GOAL 9 Explore concepts of geometry and spatial relations.	**9.A** Recognize, name, and match common shapes.	**9.A.ECd** Combine two-dimensional shapes to create new shapes.	**M-GS.2.C** Using a model, constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house. **M-GS.2.D** Independently constructs two-dimensional shapes and then puts them together to create objects in the environment. Puts together a square and triangle to create a house.
GOAL 9 Explore concepts of geometry and spatial relations.	**9.A** Recognize, name, and match common shapes.	**9.A.ECe** Think about/ imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).	**M-GS.1.B** Verbally or nonverbally identifies at least five common two-dimensional shapes (circle, square, triangle, star, diamond, rectangle). **M-GS.1.D** Verbally or nonverbally identifies two-dimensional shapes in the environment or in books.
GOAL 9 Explore concepts of geometry and spatial relations.	**9.B** Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.	**9.B.ECa** Show understanding of location and ordinal position.	**M-PFA.2.D** Uses ordinal numbers to order and describe relative position for up to three objects. **M-GS.3.A** Demonstrates understanding of location terms (e.g., “in,” “on,” “under,” “over”) by using gestures or objects. **M-GS.3.B** Demonstrates understanding of proximity terms (e.g., “beside,” “between,” “above,” “below”) by using gestures or objects. **M-GS.3.C** Demonstrates understanding of frame of reference terms (e.g., “in back of,” “in front of,” “behind”) by using gestures or objects. **M-GS.3.D** Demonstrates understanding of direction terms (e.g., “forward,” “backward,” “around,” “through,” “to,” “from,” “towards”) by using gestures or objects.

Mathematics

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 9 Explore concepts of geometry and spatial relations.	**9.B** Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.	**9.B.ECb** Use appropriate vocabulary for identifying location and ordinal position.	**M-GS.3.A** Demonstrates understanding of location terms (e.g., "in," "on," "under," "over") by using gestures or objects. **M-GS.3.B** Demonstrates understanding of proximity terms (e.g., "beside," "between," "above," "below") by using gestures or objects. **M-GS.3.C** Demonstrates understanding of frame of reference terms (e.g., "in back of," "in front of," "behind") by using gestures or objects. **M-GS.3.D** Demonstrates understanding of direction terms (e.g., "forward," "backward," "around," "through," "to," "from," "towards") by using gestures or objects. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions.
GOAL 10 Begin to make predictions and collect data information.	**10.A** Generate questions and processes for answering them.	**10.A.ECa** With teacher assistance, come up with meaningful questions that can be answered through gathering information.	**M-DAP.2.AA** Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations.
GOAL 10 Begin to make predictions and collect data information.	**10.A** Generate questions and processes for answering them.	**10.A.ECb** Gather data about themselves and their surroundings to answer meaningful questions.	**M-DAP.2.AA** Observes and collects data in their environment (e.g., colors, movement, sounds) with teacher support. **SC-SP.1.A** With teacher guidance, participates in activities to formulate simple science-oriented questions based on observations. **SC-SP.2.A** Participates in simple explorations and experiments based on a teacher-led inquiry and prior knowledge. **SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations.
GOAL 10 Begin to make predictions and collect data information.	**10.B** Organize and describe data and information.	**10.B.ECa** Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.	**M-DAP.2.A** Collects and organizes data by sorting and classifying groups of objects into clusters (e.g., sort buttons by color). **M-DAP.2.B** Graphs using real objects to organize and display information one-to-one (e.g., place coins, buttons, or shells on a graphing mat). **M-DAP.2.C** Graphs using pictures of objects to organize and display information. Compares two to three groups (e.g., pictures of front covers of books, or pictures of children to represent their votes). **M-DAP.2.D** Graphs using symbols such as paper squares, tally marks, or Xs to organize and display information. Compares two to three groups. **SC-SP.3.A** With teacher guidance, participates in recording scientfic observations and data. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper.

Mathematics

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 10 Begin to make predictions and collect data information.	**10.B** Organize and describe data and information.	**10.B.ECb** Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.	**SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation.
GOAL 10 Begin to make predictions and collect data information.	**10.C** Determine, describe, and apply the probabilities of events.	**10.C.ECa** Describe likelihood of events with appropriate vocabulary, such as "possible", "impossible", "always", and "never".	**SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses. **LL-LC.3.B** Attempts to use words to label familiar objects, people, places, emotions, and actions.

Science

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 11 Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	**11.A** Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	**11.A.ECa** Express wonder and curiosity about their world by asking questions, solving problems, and designing things.	**ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **C-ARTS.3.A** Expresses self using a variety of art materials and tools.

Science

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 11 Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	**11.A** Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	**11.A.ECb** Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.	**C-ARTS.3.B** Creates drawings, paintings, and models with an increasing level of detail. **C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques.
GOAL 11 Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	**11.A** Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	**11.A.ECc** Plan and carry out simple investigations.	**SC-SP.1.C** With teacher guidance, begins to formulate own questions based on observations. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **SC-SP.2.C** With teacher guidance, begins to hypothesize before teacher-led experiments. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **ATL.8.C** With adult support, creates a goal for an activity and follows a simple plan. **ATL.8.D** Creates and follows through with simple plans independently.
GOAL 11 Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	**11.A** Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	**11.A.ECd** Collect, describe, compare, and record information from observations and investigations.	**SC-SP.3.A** With teacher guidance, participates in recording scientfic observations and data. **SC-SP.3.B** Begins to identify relevant information and collects and records information in own journal or paper. **SC-SP.3.C** Draws conclusions on prior knowledge and recorded information. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.
GOAL 11 Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	**11.A** Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	**11.A.ECe** Use mathematical and computational thinking.	**SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.1.D** Formulates own science-oriented questions based on observations. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization).

Science

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 11 Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	**11.A** Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	**11.A.ECf** Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.	**SC-SP.1.B** Observes and describes cause and effect. **SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.
GOAL 11 Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.	**11.A** Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.	**11.A.ECg** Generate explanations and communicate ideas and/or conclusions about their investigations.	**SC-SP.3.D** Discusses conclusions and reflects on the scientific-oriented question and hypothesis based on prior knowledge and recorded information. **SC-SP.2.E** Explains rationale for predictions and hypotheses, and compares findings with predictions and hypotheses.
GOAL 12 Explore concepts and information about the physical, earth, and life sciences.	**12.A** Understand that living things grow and change.	**12.A.ECa** Observe, investigate, describe, and categorize living things.	**SC-LES.4.AA** Points to and observes animals in the environment. **SC-LES.4.A** Identifies various animals. **SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.5.AA** Points to and observes plants in the environment. **SC-LES.5.A** Identifies various plants such as trees, flowers, bushes, and so on. **SC-LES.5.B** Identifies that plants are living and identifies characteristics and features of plants.
GOAL 12 Explore concepts and information about the physical, earth, and life sciences.	**12.A** Understand that living things grow and change.	**12.A.ECb** Show an awareness of changes that occur in oneself and the environment.	**SC-LES.4.D** Observes and describes habitats and life cycles. **SC-LES.5.D** Observes and describes plant habitats and life cycles. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.
GOAL 12 Explore concepts and information about the physical, earth, and life sciences.	**12.B** Understand that living things rely on the environment and/or others to live and grow.	**12.B.ECa** Describe and compare basic needs of living things.	**SC-LES.4.C** Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms. **SC-LES.5.C** Identifies that plants are living and describes the needs of plants.

Science

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 12 Explore concepts and information about the physical, earth, and life sciences.	**12.B** Understand that living things rely on the environment and/or others to live and grow.	**12.B.ECb** Show respect for living things.	**SC-LES.4.E** Describes and discusses the relationship between humans and animals. **SC-LES.5.E** Describes and discusses ways that plants impact living things and the environment and how humans can impact plants. **SC-LES.1.D** Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution.
GOAL 12 Explore concepts and information about the physical, earth, and life sciences.	**12.C** Explore the physical properties of objects.	**12.C.ECa** Identify, describe, and compare the physical properties of objects.	**SC-P.1.A** Uses senses to identify physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.1.B** Use senses to observe and describe some physical properties and characteristics of familiar objects and materials, such as colors, textures, flexibility, hardness, softness, and so on. **SC-P.1.C** Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period.
GOAL 12 Explore concepts and information about the physical, earth, and life sciences.	**12.C** Explore the physical properties of objects.	**12.C.ECb** Experiment with changes in matter when combined with other substances.	**SC-P.1.C** Participates in activities related to changing physical properties of objects, such as crumpling a piece of paper to change the texture from smooth to bumpy. **SC-P.1.D** Describes and discusses various ways that the physical properties or characteristics of objects can change, such the playdough was soft, but became hard when exposed to air for a long time period. **SC-SP.2.B** Participates in teacher-led explorations and experiments and uses prior knowledge to make predictions. **SC-SP.2.D** Makes hypotheses, and tests their hypotheses through experimentation.
GOAL 12 Explore concepts and information about the physical, earth, and life sciences.	**12.D** Explore concepts of force and motion.	**12.D.ECa** Describe the effects of forces in nature.	**SC-LES.1.E** Discusses how natural elements like wind and water have an impact on the natural world through a variety of processes, such as erosion. **SC-LES.2.D** Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.

Science

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 12 Explore concepts and information about the physical, earth, and life sciences.	**12.D** Explore concepts of force and motion.	**12.D.ECb** Explore the effect of force on objects in and outside the early childhood environment.	**SC-P.4.A** With teacher guidance, recognizes that different factors, such as force, impact how fast and far an object moves when it's pushed or pulled. **SC-P.4.B** With teacher guidance, recognizes that when objects collide, the impact can change the speed, direction or stop an object. **SC-P.4.C** With teacher guidance, recognizes that different factors, such as heights or textures, can change the speed of an object, such as racing cars on ramps. **SC-P.4.D** Describes and discusses the motion of objects and that motion can change based on different factors.
GOAL 12 Explore concepts and information about the physical, earth, and life sciences.	**12.E** Explore concepts and information related to the Earth, including ways to take care of our planet.	**12.E.ECa** Observe and describe characteristics of earth, water, and air.	**SC-P.3.D** Explains water in its three forms, such as ice is frozen water. **SC-LES.2.A** Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. **SC-LES.2.B** Identifies seasons and observes and describes patterns and changes in the weather. **SC-LES.1.A** Identifies different elements of nature, such as rocks, water, air and leaves. **SC-LES.3.B** Describes and discusses objects in the sky, such as clouds, sun, moon, or stars. **SC-LES.3.C** Develops basic understanding about space, such as Earth is a planet and there are other planets. **SC-LES.3.D** Compares and contrasts Earth and space, such as people can breathe on Earth but not in space.
GOAL 12 Explore concepts and information about the physical, earth, and life sciences.	**12.E** Explore concepts and information related to the Earth, including ways to take care of our planet.	**12.E.ECb** Participate in discussions about simple ways to take care of the environment.	**SC-LES.1.D** Describes how humans affect their environment in positive and negative ways, such as recycling, planting trees, litter, and pollution. **SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community.
GOAL 12 Explore concepts and information about the physical, earth, and life sciences.	**12.F** Explore changes related to the weather and seasons.	**12.F.ECa** Observe and discuss changes in weather and seasons using common vocabulary.	**SC-LES.2.A** Identifies different types of weather, such as sunny, rainy, cloudy, or snowy. **SC-LES.2.B** Identifies seasons and observes and describes patterns and changes in the weather. **SC-LES.2.C** Compares and contrasts the different seasons. **SC-LES.2.D** Discusses the effects of changes in weather, such as growing different crops or wearing different clothing.

Science

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 13 Understand important connections and understandings in science and engineering.	**13.A** Understand rules to follow when investigating and exploring.	**13.A.ECa** Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.	**PD.6.A** With teacher guidance, follows safety procedures. **PD.6.B** Demonstrates understanding of safety procedures and begins to initiate. **PD.6.C** Independently follows safety procedures.
GOAL 13 Understand important connections and understandings in science and engineering.	**13.B** Use tools and technology to assist with science and engineering investigations.	**13.B.ECa** Use nonstandard and standard scientific tools for investigation.	**SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-LES.3.E** Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. **M-M.1.E** Uses standard units (e.g., ruler, scale, balance) to measure and then use comparative language to describe the measurements of two objects.
GOAL 13 Understand important connections and understandings in science and engineering.	**13.B** Use tools and technology to assist with science and engineering investigations.	**13.B.ECb** Become familiar with technological tools that can aid in scientific inquiry.	**SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **SC-LES.3.E** Uses science tools to research and learn more about Earth and space, such as a telescope or binoculars. **Tech.1.D** With teacher guidance, uses technology devices and learning applications to play games, access or share information, or express themselves creatively. **Tech.1.E** Independently uses technology devices and learning applications to play games, access or share information, or express themselves creatively.

Social Studies

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 14 Understand some concepts related to citizenship.	**14.A** Understand what it means to be a member of a group and community.	**14.A.ECa** Recognize the reasons for rules in the home and early childhood environment and for laws in the community.	**ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.7.C** Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). **ATL.5.E** Adapts to new rules or circumstances in an age-appropriate game or activity. **SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community.
GOAL 14 Understand some concepts related to citizenship.	**14.A** Understand what it means to be a member of a group and community.	**14.A.ECb** Contribute to the well-being of one's early childhood environment, school, and community.	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
GOAL 14 Understand some concepts related to citizenship.	**14.B** Understand the structures and functions of the political systems of Illinois, the United States, and other nations.	N/A	N/A
GOAL 14 Understand some concepts related to citizenship.	**14.C** Understand ways groups make choices and decisions.	**14.C.ECa** Participate in voting as a way of making choices.	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play).

Social Studies

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 14 Understand some concepts related to citizenship.	**14.D** Understand the role that individuals can play in a group or community.	**14.D.ECa** Develop an awareness of what it means to be a leader.	**SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **LL-WR.1.D** Helps lead a shared writing experience with teacher or peers.
GOAL 14 Understand some concepts related to citizenship.	**14.D** Understand the role that individuals can play in a group or community.	**14.D.ECb** Participate in a variety of roles in the early childhood environment.	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community.
GOAL 14 Understand some concepts related to citizenship.	**14.E** Understand United States foreign policy as it relates to other nations and international issues.	N/A	N/A
GOAL 14 Understand some concepts related to citizenship.	**14.F** Understand the development of United States' political ideas and traditions.	N/A	N/A
GOAL 15 Explore economic systems and human interdependence.	**15.A** Explore roles in the economic system and workforce.	**15.A.ECa** Describe some common jobs and what is needed to perform those jobs.	**SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities.
GOAL 15 Explore economic systems and human interdependence.	**15.A** Explore roles in the economic system and workforce.	**15.A.ECb** Discuss why people work.	**SOC.2.C** Recognizes and describes that different people have different roles and responsibilities in the community. **SOC.3.B** Shows an understanding of and identifies goods, such as items purchased from a store, and services, such as a haircut from a stylist. **SOC.3.D** Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play.

Social Studies

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 15 Explore economic systems and human interdependence.	**15.B** Explore issues of limited resources in the early childhood environment and world.	**15.B.ECa** Understand that some resources and money are limited.	**SOC.3.A** Shows an understanding of supply and demand, such as, "We are out of paint at the Art Easel. We need more." **SOC.3.C** Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. **SOC.3.D** Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. **SOC.3.E** Discusses the purpose of saving money for a future purchase.
GOAL 15 Explore economic systems and human interdependence.	**15.C** Understand that scarcity necessitates choices by producers.	N/A	N/A
GOAL 15 Explore economic systems and human interdependence.	**15.D** Explore concepts about trade as an exchange of goods or services.	**15.D.ECa** Begin to understand the use of trade or money to obtain goods and services.	**SOC.3.C** Shows an understanding of the concepts of trading and bartering, such as trading corn for broccoli at a market in Dramatic Play. **SOC.3.D** Shows an understanding of buying and selling, including that money is needed to buy goods and services, such as using money in a restaurant in Dramatic Play. **SOC.3.E** Discusses the purpose of saving money for a future purchase.
GOAL 15 Explore economic systems and human interdependence.	**15.E** Understand the impact of government policies and decisions on production and consumption in the economy.	N/A	N/A
GOAL 16 Develop an awareness of the self and his or her uniqueness and individuality.	**16.A** Explore his or her self and personal history.	**16.A.ECa** Recall information about the immediate past.	**SOC.5.A** Begins to demonstrate an understanding of past and present experiences through concrete materials and visual supports. **M-M.2.C** Demonstrates understanding of passage of time within one day, such as understanding morning, afternoon, earlier, later.

Social Studies

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 16 Develop an awareness of the self and his or her uniqueness and individuality.	**16.A** Explore his or her self and personal history.	**16.A.ECb** Develop a basic awareness of self as an individual.	**SE.3.A** With adult support, verbally or nonverbally identifies something about themselves. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. **SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
GOAL 16 Develop an awareness of the self and his or her uniqueness and individuality.	**16.B** Understand the development of significant political events.	N/A	N/A
GOAL 16 Develop an awareness of the self and his or her uniqueness and individuality.	**16.C** Understand the development of economic systems.	N/A	N/A
GOAL 16 Develop an awareness of the self and his or her uniqueness and individuality.	**16.D** Understand Illinois, United States, and world social history.	N/A	N/A
GOAL 16 Develop an awareness of the self and his or her uniqueness and individuality.	**16.E** Understand Illinois, United States, and world environmental history.	N/A	N/A

Social Studies

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 17 Explore geography, the child's environment, and where people live, work, and play.	**17.A** Explore environments and where people live.	**17.A.ECa** Locate objects and places in familiar environments.	**SOC.4.AA** Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. **SOC.4.A** Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). **SOC.4.B** Recognizes and describes common geographical features within their region. **ATL.9.AA** Recalls simple information from familiar environments (e.g., knows where some classroom materials are kept, or remembers names of classmates).
GOAL 17 Explore geography, the child's environment, and where people live, work, and play.	**17.A** Explore environments and where people live.	**17.A.ECb** Express beginning geographic thinking.	**SOC.4.AA** Verbally or nonverbally identifies familiar places and the features, such as home, classroom, and school building. **SOC.4.A** Verbally or nonverbally identifies common locations in their neighborhood and community and their features (library, store, park, etc.). **SOC.4.B** Recognizes and describes common geographical features within their region. **SOC.4.C** Uses geographic tools, such as maps and globes, with support and guidance to find common geographical features. **SOC.4.D** Creates representations or maps of familiar places, such as classroom, community, or region.
GOAL 17 Explore geography, the child's environment, and where people live, work, and play.	**17.B** Analyze and explain characteristics and interactions of the Earth's physical systems.	N/A	N/A
GOAL 17 Explore geography, the child's environment, and where people live, work, and play.	**17.C** Understand relationships between geographic factors and society.	N/A	N/A
GOAL 17 Explore geography, the child's environment, and where people live, work, and play.	**17.D** Understand the historical significance of geography.	N/A	N/A

Social Studies

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 18 Explore people and families.	**18.A** Explore people, their similarities, and their differences.	**18.A.ECa** Recognize similarities and differences in people.	**SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.1.E** Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.
GOAL 18 Explore people and families.	**18.B** Develop an awareness of self within the context of family.	**18.B.ECa** Understand that each of us belongs to a family and recognize that families vary.	**SOC.1.A** Understands family relationships in relation to self. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.1.E** Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations.
GOAL 18 Explore people and families.	**18.C** Understand how social systems form and develop over time.	N/A	N/A

Physical Development and Health

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	**19.A** Demonstrate physical competency and control of large and small muscles.	**19.A.ECa** Engage in active play using gross- and fine-motor skills.	**ATL.1.A** Plays simple games and copies the play of others. **PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.2.C** Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. **PD.2.D** Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. **PD.2.E** Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.

Physical Development and Health

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	**19.A** Demonstrate physical competency and control of large and small muscles.	**19.A.ECb** Move with balance and control in a range of physical activities.	**PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others.
GOAL 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	**19.A** Demonstrate physical competency and control of large and small muscles.	**19.A.ECc** Use strength and control to accomplish tasks.	**PD.2.C** Begins to use refined hand movements such as using blunt scissors, buttoning large buttons, and connecting small toys, such as linking cubes or blocks. **PD.2.D** Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. **PD.2.E** Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges.
GOAL 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	**19.A** Demonstrate physical competency and control of large and small muscles.	**19.A.ECd** Use eye-hand coordination to perform tasks.	**PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. **PD.2.D** Demonstrates controlled fine motor movements in a variety of ways such as cutting along lines with accuracy. **PD.2.E** Uses precise hand movements to complete a variety of activities such as building using small blocks, completing lacing cards, and cutting out simple shapes with accuracy.

Physical Development and Health

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	**19.A** Demonstrate physical competency and control of large and small muscles.	**19.A.ECe** Use writing and drawing tools with some control.	**PD.3.AA** Uses crayons or markers with some coordination. **PD.3.A** Draws vertical and horizontal lines with a model using a fisted grasp. **PD.3.C** Copies simple designs such as a picture of a person that includes a head, body, arms, and legs. **PD.3.D** Begins to use a tripod grasp when writing and copies complex designs. **PD.3.E** Consistently uses a tripod grasp when writing and copies and creates complex designs. **C-ARTS.3.A** Expresses self using a variety of art materials and tools.
GOAL 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	**19.B** Demonstrate awareness and coordination of body movements.	**19.B.ECa** Coordinate movements to perform complex tasks.	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement.
GOAL 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	**19.B** Demonstrate awareness and coordination of body movements.	**19.B.ECb** Demonstrate body awareness when moving in different spaces.	**C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.

Physical Development and Health

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	**19.B** Demonstrate awareness and coordination of body movements.	**19.B.ECc** Combine large motor movements with and without the use of equipment.	**PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.1.E** Demonstrates coordinated gross motor movements in a variety of ways such as traveling forwards, sideways, or backwards while changing direction and balancing on one leg. Uses hand-eye coordination to throw or kick objects with accuracy towards an intended target.
GOAL 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.	**19.C** Demonstrate knowledge of rules and safety during activity.	**19.C.ECa** Follow simple safety rules while participating in activities.	**PD.6.A** With teacher guidance, follows safety procedures. **PD.6.B** Demonstrates understanding of safety procedures and begins to initiate. **PD.6.C** Independently follows safety procedures.
GOAL 20 Develop habits for lifelong fitness.	**20.A** Achieve and maintain a health-enhancing level of physical fitness.	**20.A.ECa** Participate in activities to enhance physical fitness.	**PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **PD.4.D** Independently completes self-care and hygiene routines.

Physical Development and Health

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 20 Develop habits for lifelong fitness.	**20.A** Achieve and maintain a health-enhancing level of physical fitness.	**20.A.ECb** Exhibit increased levels of physical activity.	**PD.1.A** Begins to develop balance and coordination in gross motor movements such as moving arms and legs together to climb, push, or pull. Jumps with two feet. **PD.1.B** Demonstrates increasing balance and coordination in gross motor movements such as balancing on one foot for a few seconds, jumping forward, catching a large ball, and walking up and down the stairs with alternating feet. **PD.1.C** Begins to coordinate upper and lower body, such as when riding a scooter or pedaling a bicycle or tricycle. Kicks and throws forward toward another person or target. **PD.1.D** Demonstrates coordinated gross motor movements in a variety of ways such as bouncing a ball or sequencing movements. **C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.C** Creates short dances or movement sequences.
GOAL 20 Develop habits for lifelong fitness.	**20.B** Assess individual fitness levels.	N/A	N/A
GOAL 20 Develop habits for lifelong fitness.	**20.C** Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.	N/A	N/A
GOAL 21 Develop team-building skills by working with others through physical activity.	**21.A** Demonstrate individual responsibility during group physical activities.	**21.A.ECa** Follow rules and procedures when participating in group physical activities.	**PD.6.A** With teacher guidance, follows safety procedures. **PD.6.C** Independently follows safety procedures. **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.7.C** Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). **ATL.5.E** Adapts to new rules or circumstances in an age-appropriate game or activity.

Physical Development and Health

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 21 Develop team-building skills by working with others through physical activity.	**21.A** Demonstrate individual responsibility during group physical activities.	**21.A.ECb** Follow directions, with occasional adult reminders, during group activities.	**ATL.7.A** Participates in one- to two-step inhibition games and activities. **ATL.7.B** Independently follows two- to three-step verbal adult directions. **LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions.
GOAL 21 Develop team-building skills by working with others through physical activity.	**21.A** Demonstrate individual responsibility during group physical activities.	**21.B.ECa** Demonstrate ability to cooperate with others during group physical activities.	**ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
GOAL 22 Understand principles of health promotion and the prevention and treatment of illness and injury.	**22.A** Explain the basic principles of health promotion, illness prevention, treatment, and safety.	**22.A.ECa** Identify simple practices that promote healthy living and prevent illness.	**PD.5.C** Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. **PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines.
GOAL 22 Understand principles of health promotion and the prevention and treatment of illness and injury.	**22.A** Explain the basic principles of health promotion, illness prevention, treatment, and safety.	**22.A.ECb** Demonstrate personal care and hygiene skills, with adult reminders.	**PD.4.A** With teacher guidance, follows self-care and hygiene routines. **PD.4.C** Completes self-care and hygiene routines with minimal assistance. **PD.4.D** Independently completes self-care and hygiene routines.
GOAL 22 Understand principles of health promotion and the prevention and treatment of illness and injury.	**22.A** Explain the basic principles of health promotion, illness prevention, treatment, and safety.	**22.A.ECc** Identify and follow basic safety rules.	**PD.6.A** With teacher guidance, follows safety procedures. **PD.6.B** Demonstrates understanding of safety procedures and begins to initiate. **PD.6.C** Independently follows safety procedures. **PD.6.D** Understands and describes the importance of safety procedures.

Physical Development and Health

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 22 Understand principles of health promotion and the prevention and treatment of illness and injury.	**22.B** Describe and explain the factors that influence health among individuals, groups, and communities.	N/A	N/A
GOAL 22 Understand principles of health promotion and the prevention and treatment of illness and injury.	**22.C** Explain how the environment can affect health.	N/A	N/A
GOAL 23 Understand human body systems and factors that influence growth and development.	**23.A** Describe and explain the structure and functions of the human body systems and how they interrelate.	**23.A.ECa** Identify body parts and their functions.	**SC-LES.4.B** Demonstrates understanding that humans and animals are living, and identifies similarities and differences in their characteristics and features. **SC-LES.4.C** Describes the needs of humans and animals and how their characteristics and behaviors support their needs, such as birds have beaks so they can dig for worms.
GOAL 23 Understand human body systems and factors that influence growth and development.	**23.B** Identify ways to keep the body healthy.	**23.B.ECa** Identify examples of healthy habits.	**PD.5.C** Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. **PD.4.D** Independently completes self-care and hygiene routines. **PD.4.E** Understands and describes the importance of self-care and hygiene routines.
GOAL 23 Understand human body systems and factors that influence growth and development.	**23.B** Identify ways to keep the body healthy.	**23.B.ECb** Identify healthy and nonhealthy foods and explain the effect of these foods on the body.	**PD.5.C** Begins to understand how eating a variety of foods and proper hydration helps the body grow and be healthy. **PD.5.D** Demonstrates understanding and categorizes different food types such as vegetables, fruit, grains, protein, and dairy. **PD.5.E** Understands and describes different foods and how they give our bodies nutrients and energy.
GOAL 23 Understand human body systems and factors that influence growth and development.	**23.C** Describe factors that affect growth and development.	N/A	N/A

Physical Development and Health

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 24 Promote and enhance health and well-being through the use of effective communication and decision-making skills.	**24.A** Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.	Refer to Social/Emotional Development	**SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others.
GOAL 24 Promote and enhance health and well-being through the use of effective communication and decision-making skills.	**24.B** Apply decision-making skills related to the protection and promotion of individual health.	N/A	N/A
GOAL 24 Promote and enhance health and well-being through the use of effective communication and decision-making skills.	**24.C** Demonstrate skills essential to enhancing health and avoiding dangerous situations.	**24.C.ECa** Participate in activities to learn to avoid dangerous situations.	**PD.6.B** Demonstrates understanding of safety procedures and begins to initiate. **PD.6.C** Independently follows safety procedures. **PD.6.D** Understands and describes the importance of safety procedures. **PD.6.E** Understands and describes how to get help when there are unsafe objects, substances, or behaviors.

The Arts

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 25 Gain exposure to and explore the arts.	**25.A** Investigate, begin to appreciate, and participate in the arts.	**25.A.ECa** Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.	**C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.1.A** Participates in guided movement activities by copying dances and movements introduced by others. **C-ARTS.1.B** Recalls short, simple dances and movement sequences previously introduced by others. **C-ARTS.1.C** Creates short dances or movement sequences. **C-ARTS.1.D** Leads dances or movement sequences and demonstrates them to others. **C-ARTS.1.E** Creates and leads dances or movement sequences and begins to synchronize music with movement.

The Arts

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 25 Gain exposure to and explore the arts.	**25.A** Investigate, begin to appreciate, and participate in the arts.	**25.A.ECb** Drama: Begin to appreciate and participate in dramatic activities.	**C-ARTS.2.AA** Engages briefly in, or observes others in, dramatic play. **C-ARTS.2.A** Participates in dramatic play and may use costumes, props, physical movement, gestures, sound, speech, or facial expressions. **C-ARTS.2.B** Recreates and acts out scenarios and settings from familiar stories or their own life during dramatic play. **C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.D** Independently collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play. **C-ARTS.2.E** Continues an originally created scenario over the course of several play periods. Collaborates with others to carry out dramatic play and assumed roles.
GOAL 25 Gain exposure to and explore the arts.	**25.A** Investigate, begin to appreciate, and participate in the arts.	**25.A.ECc** Music: Begin to appreciate and participate in music activities.	**C-ARTS.4.AA** Listens to a variety of music. **C-ARTS.4.A** Participates in a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.B** Sings a variety of songs within children's vocal range, independently and with others. **C-ARTS.4.C** Recognizes differences between a variety of music activities with different tempos, genres, and rhythms. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos. **C-ARTS.4.E** Creates and performs original music or songs for others.
GOAL 25 Gain exposure to and explore the arts.	**25.A** Investigate, begin to appreciate, and participate in the arts.	**25.A.ECd** Visual Arts: Investigate and participate in activities using visual arts materials.	**C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.3.B** Creates drawings, paintings, and models with an increasing level of detail. **C-ARTS.3.C** Explores and creates art using different techniques, such as dot art, mixed media collages, and clay. **C-ARTS.3.D** Plans for and creates art using preferred art materials, tools, and techniques. **C-ARTS.3.E** Reviews their original art and makes changes to the final product.

The Arts

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 25 Gain exposure to and explore the arts.	**25.B** Display an awareness of some distinct characteristics of the arts.	**25.B.ECa** Describe or respond to their creative work or the creative work of others.	**C-ARTS.5.AA** Shows enthusiasm and curiosity about different types of creative arts. **C-ARTS.5.A** Explores and shows appreciation for creative arts made in a variety of different cultures, perspectives, and techniques. **C-ARTS.5.B** Discusses their own artistic creations and chooses artwork for display or performance. **C-ARTS.5.C** Recognizes and discusses differences in artistic creations. **C-ARTS.5.D** Expresses opinions about the artistic creations and techniques of others. **C-ARTS.5.E** Interprets the art of others by describing what they see and identifying a theme.
GOAL 26 Understand that the arts can be used to communicate ideas and emotions.	**26.A** Understand processes, traditional tools, and modern technologies used in the arts.	N/A	N/A
GOAL 26 Understand that the arts can be used to communicate ideas and emotions.	**26.B** Understand ways to express meaning through the arts.	**26.B.ECa** Use creative arts as an avenue for self-expression.	**C-ARTS.3.AA** Freely explores a variety of art materials and tools for sensory exploration. **C-ARTS.1.AA** Moves body spontaneously to music. **C-ARTS.3.A** Expresses self using a variety of art materials and tools. **C-ARTS.4.D** Uses their voice or an instrument to express themselves and copy simple tempos.
GOAL 27 Understand the role of the arts in civilizations, past and present.	**27.A** Analyze how the arts function in history, society, and everyday life.	N/A	N/A
GOAL 27 Understand the role of the arts in civilizations, past and present.	**27.B** Understand how the arts shape and reflect history, society, and everyday life.	N/A	N/A

ELL Home Language Development

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 28 Use the home language to communicate within and beyond the classroom.	**28.A** Use the home language at age-appropriate levels for a variety of social and academic purposes.	**28.A.ECa** May demonstrate progress and mastery of benchmarks through home language.	**LL-LC.1.A** Responds to simple requests, such as choosing between objects. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults.
GOAL 28 Use the home language to communicate within and beyond the classroom.	**28.A** Use the home language at age-appropriate levels for a variety of social and academic purposes.	**28.A.ECb** Use home language in family, community, and early childhood settings.	**LL-LC.1.A** Responds to simple requests, such as choosing between objects. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.
GOAL 28 Use the home language to communicate within and beyond the classroom.	**28.A** Use the home language at age-appropriate levels for a variety of social and academic purposes.	**28.A.ECc** Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.	**SOC.2.A** Verbally or nonverbally identifies a variety of community members within their community, such as in their neighborhood and school. **SOC.1.D** Recognizes and celebrates how families differ or are the same, such as their languages, music, food, or celebrations. **SOC.1.E** Explains why it's important to recognize and celebrate differences in families, such as their languages, music, food, or celebrations. **SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others.

ELL Home Language Development

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 29 Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	**29.A** Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.	**29.A.ECa** Use home cultural and linguistic knowledge to express current understandings and construct new concepts.	**LL-LC.1.A** Responds to simple requests, such as choosing between objects. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.
GOAL 29 Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	**29.A** Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.	**29.A.ECb** With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.	**LL-LC.1.A** Responds to simple requests, such as choosing between objects. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions. **LL-LC.2.B** Demonstrates understanding by answering simple "what" and "who" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.C** Demonstrates understanding by answering simple "why" and "how" questions using two to three words when prompted by the teacher or peers. **LL-LC.2.D** Answers questions from adults and peers using multiword responses and uses question words ("who," "what," "where," "why," and "how") to ask simple questions related to a topic. **LL-LC.3.C** Attempts to integrate new vocabulary into oral communication with peers and adults. **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic. **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.

ELL Home Language Development

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 29 Use the home language to make connections and reinforce knowledge and skills across academic and social areas.	**29.A** Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.	**29.A.ECc** Exhibit foundational literacy skills in home language to foster transfer to English.	**LL-BK.3.A** Demonstrates understanding that print has meaning. **LL-NC.1.C** Identifies and answers questions about events in a story. **LL-NC.3.D** Retells three or more events from a familiar narrative in sequence using visuals or gestures. **LL-NC.4.D** Constructs a personal narrative with three or more events in a coherent sequence. **LL-WR.2.A** Draws and/or writes to represent, express, or communicate interests. **LL-WR.3.D** Writes all letters using uppercase or lowercase letters in his or her name in correct order. Letters may be backward, reversed, or poorly formed and recognized only in context.

Social/Emotional Development

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	**30.A** Identify and manage one's emotions and behavior.	**30.A.ECa** Recognize and label basic emotions.	**SE.1.B** With adult modeling and visual supports, verbally or nonverbally identifies and labels emotions such as happiness, surprise, anger, fear, and sadness in self. **SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.1.D** Independently verbally or nonverbally names and describes their own emotions.
GOAL 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	**30.A** Identify and manage one's emotions and behavior.	**30.A.ECb** Use appropriate communication skills when expressing needs, wants, and feelings.	**SOC.3.AA** Verbally or nonverbally expresses wants and needs with simple phrases or gestures. **SE.1.D** Independently verbally or nonverbally names and describes their own emotions. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.3.A** With adult support, verbally or nonverbally identifies something about themselves.

Social/Emotional Development

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	**30.A** Identify and manage one's emotions and behavior.	**30.A.ECc** Express feelings that are appropriate to the situation.	**SE.1.C** With occasional adult prompts, verbally or nonverbally names and describes their emotions and begins to connect those emotions with situations. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SE.1.A** Verbally or nonverbally expresses basic emotions, such as happy, surprised, angry, scared, frustrated, and sad, while an adult adds emotion labels to that expression.
GOAL 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	**30.A** Identify and manage one's emotions and behavior.	**30.A.ECd** Begin to understand and follow rules.	**ATL.7.C** Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). **ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **PD.6.C** Independently follows safety procedures. **SE.7.A** Listens to or follows a solution provided by an adult. May communicate discomfort or dysregulation and require additional time to regulate while responding.
GOAL 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	**30.A** Identify and manage one's emotions and behavior.	**30.A.ECe** Use materials with purpose, safety, and respect.	**ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **LL-BK.1.A** Treats books with care.
GOAL 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	**30.A** Identify and manage one's emotions and behavior.	**30.A.ECf** Begin to understand the consequences of his or her behavior.	**SOC.2.E** Shares how their thoughts, opinions, choices, and actions can impact their community. **ATL.9.D** With adult support, applies explicitly taught and practiced higher-order working memory skills to learning and social tasks and activities (e.g., inferring, predicting, visualization). **ATL.4.D** Assesses or reflects upon activity or task outcome or product.

Social/Emotional Development

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	**30.B** Recognize own uniqueness and personal qualities.	**30.B.ECa** Describe self using several basic characteristics.	**SE.3.A** With adult support, verbally or nonverbally identifies something about themselves. **SE.3.B** With prompting, begins to verbally or nonverbally describe characteristics of themselves, their family, community, or culture through a variety of modalities. **SE.3.C** Verbally or nonverbally describes their own culture and positive characteristics of themselves, family, or community, and begins to display feelings of confidence. **LL-LC.2.A** Uses two to three words to make a request, provide a description, or say a phrase/sentence. **LL-LC.5.C** Continues to develop more complex sentences by using adjectives (i.e., "Armel throws the blue ball").
GOAL 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	**30.C** Demonstrate skills related to successful personal and school outcomes.	**30.C.ECa** Exhibit eagerness and curiosity as a learner.	**ATL.3.AA** Exhibits curiosity and interest in activities and materials. Repeats preferred activities. **ATL.3.A** Explores a variety of available objects and materials to discover what they do and how they work. **ATL.3.B** Demonstrates an interest in learning new information or starting a new activity on their own. **SC-SP.2.AA** Uses senses and tools to explore and manipulate objects and materials in the environment. **LL-LC.3.A** Shows interest in new words or asks questions to acquire new vocabulary.
GOAL 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	**30.C** Demonstrate skills related to successful personal and school outcomes.	**30.C.ECb** Demonstrate persistence and creativity in seeking solutions to problems.	**ATL.3.C** Asks questions and seeks clarity after attempting a challenging task. **ATL.3.D** Uses self-talk to continue tasks even when slightly challenging. Seeks clarity when needed. **ATL.5.D** With adult support, suggests or attempts a different approach when something has changed or does not work the first time (trial and error). **SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise).

Social/Emotional Development

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	**30.C** Demonstrate skills related to successful personal and school outcomes.	**30.C.ECc** Show some initiative, self-direction, and independence in actions.	**SE.6.C** Requests or accepts (verbally or nonverbally) adult support with some tasks and completes other tasks on their own or with peers. **SE.6.D** Completes most age-appropriate tasks on their own and recognizes when to seek support with challenges. **ATL.8.D** Creates and follows through with simple plans independently. **ATL.7.D** Independently completes simple assignment or task despite normal classroom environment distractions.
GOAL 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.	**30.C** Demonstrate skills related to successful personal and school outcomes.	**30.C.ECd** Demonstrate engagement and sustained attention in activities.	**ATL.6.A** Sustains interest in a preferred task for a brief amount of time (5–10 minutes). **ATL.6.B** Sustains attention in an assigned task for a brief amount of time (5–10 minutes). **ATL.6.C** Attends to entirety of a short engaging lesson or teacher-led activity (10–15 minutes). **ATL.6.D** Refocuses attention to independent or group activity after minor distraction.
GOAL 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**31.A** Develop positive relationships with peers and adults.	**31.A.ECa** Show empathy, sympathy, and caring for others.	**SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others. **SE.4.E** With minimal teacher prompts, demonstrates empathy by providing support for others through assistance or advocacy. **SE.2.E** Supports peers in regulating their emotions through co-regulation. Seeks and accepts co-regulation assistance when needed. **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **SE.5.E** Often helps others, encourages others to demonstrate kindness, invites others to join in activities, or engages in thoughtful active listening with others. **SE.7.E** Independently suggests and chooses an adult-provided solution to a personal challenge or challenge with others (e.g. ask for help, compromise). Supports peers by suggesting solutions.
GOAL 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**31.A** Develop positive relationships with peers and adults.	**31.A.ECb** Recognize the feelings and perspectives of others.	**SE.4.A** With adult modeling and one-on-one support, verbally or nonverbally names observable emotions and experiences of others. **SE.4.B** With adult prompts, compares their own characteristics and emotions to those of others. **SE.4.C** With adult support, identifies or discusses the experiences and emotions of others within natural or hypothetical situations. **SE.4.D** With adult prompts, demonstrates empathy by verbally or nonverbally reacting or responding to the emotions of others.

Social/Emotional Development

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**31.A** Develop positive relationships with peers and adults.	**31.A.ECc** Interact easily with familiar adults.	**SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SOC.2.AA** Shows interest in a variety of familiar community members. **SE.6.B** Requests or accepts (verbally or nonverbally) adult support with many tasks. **ATL.8.A** With one to one adult support, completes steps of a simple task or project (two to three steps).
GOAL 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**31.A** Develop positive relationships with peers and adults.	**31.A.ECd** Demonstrate attachment to familiar adults.	**SE.2.B** Accepts offers of adult assistance to engage in coregulation. **SE.2.C** Begins to connect their emotions with their needs and requests coregulation assistance from a trusted adult. **SOC.2.AA** Shows interest in a variety of familiar community members. **SE.6.B** Requests or accepts (verbally or nonverbally) adult support with many tasks.
GOAL 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**31.A** Develop positive relationships with peers and adults.	**31.A.ECe** Develop positive relationships with peers.	**SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play).
GOAL 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**31.B** Use communication and social skills to interact effectively with others.	**31.B.ECa** Interact verbally and nonverbally with other children.	**ATL.2.B** Plays, works on tasks, or participates in activities with peers with adult prompts (associative play). **ATL.2.C** Makes cooperative decisions with peers based on adult provided choices (associative play). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.

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Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**31.B** Use communication and social skills to interact effectively with others.	**31.B.ECb** Engage in cooperative group play.	**ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **ATL.1.D** Carries out familiar roles during individual or collaborative role-play. **C-ARTS.2.C** Collaborates with peers to create original scenarios and settings and assigns appropriate roles for dramatic play.
GOAL 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**31.B** Use communication and social skills to interact effectively with others.	**31.B.ECc** Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.	**SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.
GOAL 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**31.C** Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	**31.C.ECa** Begin to share materials and experiences and take turns.	**SE.5.B** With teacher modeling, follows prompts to engage in explicitly taught friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.C** With teacher guidance, begins to engage in or initiate friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns). **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support. **LL-LC.4.B** Initiates or joins conversations and engages in conversational turn-taking with at least one feedback loop using both verbal and nonverbal communication.
GOAL 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.	**31.C** Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	**31.C.ECb** Solve simple conflicts with peers with independence, using gestures or words.	**SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **SE.7.D** With limited teacher prompts, suggests and chooses a solution to a personal challenge or challenge with others (e.g., ask for help, compromise). **ATL.2.D** Makes cooperative decisions with peers during play or structured activities (cooperative play). **LL-LC.4.D** Adds information or appropriately remains on or changes topic during a conversation with multiple feedback loops alternating between speaker and listener.

Social/Emotional Development

Goal	Learning Standard	Preschool Benchmarks	Every Child Ready Standard(s)
GOAL 32 Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	**32.A** Begin to consider ethical, safety, and societal factors in making decisions.	**32.A.ECa** Participate in discussions about why rules exist.	**ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.7.C** Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). **ATL.2.E** Establishes rules with peers during play or structured activities (cooperative play). **LL-LC.4.C** Initiates or joins and engages in conversational turn-taking with at least two feedback loops that remain on topic.
GOAL 32 Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	**32.A** Begin to consider ethical, safety, and societal factors in making decisions.	**32.A.ECb** Follow rules and make good choices about behavior.	**ATL.9.B** Identifies and anticipates materials and expectations needed for everyday and routine activities. **ATL.7.C** Starts or stops a task based on given directions or previously established rules (e.g., raises hand and waits for a turn). **LL-LC.1.B** Responds to multipart sentences, such as acting out multiple events, following two-step directions, or finding objects based on a description. **LL-LC.1.D** Shows understanding of more complex sentences or questions through actions, such as following three-step directions.
GOAL 32 Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	**32.B** Apply decision-making skills to deal responsibly with daily academic and social situations.	**32.B.ECa** Participate in discussions about finding alternative solutions to problems.	**SE.7.C** When faced with a personal challenge or challenge with others, picks from adult-provided choices of previously taught problem-solving or conflict-resolution strategies (e.g., ask for help, compromise). **ATL.3.E** Attempts new challenging tasks and modifies approach to a challenge with teacher assistance. **ATL.4.D** Assesses or reflects upon activity or task outcome or product. **ATL.4.E** Assesses tasks and makes adjustments to strategies for updates or revisions.
GOAL 32 Demonstrate decision-making skills and behaviors in personal, school, and community contexts.	**32.C** Contribute to the well-being of one's school and community.	Refer to Social Studies, Standard 14.A	**SOC.2.B** Recognizes their role within the classroom, neighborhood, and community, such as voting in the classroom or being a member of the soccer team. **SE.3.D** Verbally or nonverbally demonstrates positive self-confidence or pride in relation to self, family, community, or culture, and begins to celebrate similarities and differences with others. **SE.5.D** Often uses and initiates friendship and teamwork skills (e.g., using kind words, helping peers, playing together, taking turns) with minimal teacher support.

Notes

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